AGENDA

MEETING OF THE
UTAH STATE BOARD OF REGENTS
TO BE HELD AT
BOARD OF REGENTS' OFFICES
BOARD OF REGENTS BUILDING, THE GATEWAY
60 SOUTH 400 WEST
SALT LAKE CITY, UTAH

APRIL 18, 2008

Utah State Board of Regents
Office of the Commissioner of Higher Education
Board of Regents Building, The Gateway

60 South 400 West
Salt Lake City, Utah 84101-1284

STATE BOARD OF REGENTS MEETING
REGENTS' OFFICES, SALT LAKE CITY, UTAH
April 18, 2008
Agenda

9:30 a.m. - 9:45 a.m. COMMITTEE OF THE WHOLE
Regents' Board Room, Lobby Level

Welcome and Overview

9:45 a.m. - 10:45 a.m. MEETINGS OF BOARD COMMITTEES

ACADEMIC, CTE AND STUDENT SUCCESS ("PROGRAMS") COMMITTEE
Regent Katharine B. Garff, Chair
Commissioner's Board Room, 5th Floor

ACTION:

1. University of Utah – Master of Science Degree in Clinical Investigation — Tab A
2. Dixie State College – Associate of Applied Science Degree in Respiratory Therapy — Tab B
3. Utah Valley State College – Associate of Applied Science Degree in Construction Management — Tab C

CONSENT:

4. Utah College of Applied Technology – Fast-track Approval — Tab D
   A. Davis ATC – Certificate of Completion in American Sign Language/Interpreting
   B. Dixie ATC
      i. Certificate of Completion in Medical Assisting
      ii. Certificate of Proficiency in Pharmacy Technician
   C. Mountainland ATC
      i. Certificate of Completion in Practical Nursing
      ii. Certificate of Proficiency in Pharmacy Technician

INFORMATION/DISCUSSION:

5. University of Utah – Graduation Guarantee — Tab E
6. Regional Undergraduate Philosophy Conference — Tab F
7. Proposed Revisions to Policy R312, *Configuration of the Utah System of Higher Education* and Institutional Missions and Roles (Joint discussion with Planning Committee) — Tab G

FINANCE, FACILITIES AND ACCOUNTABILITY COMMITTEE
Regent Jerry C. Atkin, Chair
Regents' Board Room, Lobby Level

ACTION:

1. USHE – Proposed Revisions to Policy R710, *Capital Facilities*, and R711, *State Building Board* Delegation of Capital Facilities Projects — Tab H

CONSENT:

2. Consent Calendar, Finance Committee — Tab I
   A. UofU and USU – Capital Facilities Delegation Reports
   B. Utah State University – Purchase of Property Adjacent to Tooele Campus
   C. Southern Utah University – Charter School Lease
   D. University of Utah - Purchase of Real Property

INFORMATION:

3. USHE – Capital Improvement Projects for 2008-2009 — Tab J
4. USHE – Follow-up Report: Removing State Sales Tax on Textbooks — Tab K
5. UHEAA – Report of the March 27, 2008 Board of Directors Meeting — Tab L

STRATEGIC PLANNING AND COMMUNICATIONS COMMITTEE
Regent James S. Jardine, Chair
Small Board Room, Lobby Level

INFORMATION/DISCUSSION:

1. New Policy R609, *Regents' Scholarship* — Tab M
2. Report of Strategic Planning Group — Tab N
3. Institutional Retention Reports — Tab O
4. Proposed Revisions to Policy R312, *Configuration of the Utah System of Higher Education and Institutional Missions and Roles* (Joint discussion with Programs Committee) — (Tab G)

10:45 a.m. - 11:00 a.m. — REFRESHMENT BREAK, Foyer, Lobby Level

11:00 a.m. - 12:00 noon — COMMITTEE OF THE WHOLE AND REGULAR BOARD MEETING OF THE STATE BOARD OF REGENTS
Regents' Board Room, Lobby Level

1. Commemorative Resolutions (if any)
2. Reports of the Board Committees
   Programs Committee (Tabs A - G)
   Finance Committee (Tabs H - L)
   Planning Committee (Tabs M - O and Tab G)
3. General Consent Calendar — Tab P
4. Report of the Commissioner
5. Report of the Chair

12:00 noon LUNCHEON MEETINGS

State Board of Regents (closed session) – Executive Board Room, 4th floor
Chief Academic Officers – Commissioner's Board Room, 5th floor
All Others – Regents' Board Room, Lobby Level

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Projected times for the various meetings are estimates only. The Board Chair retains the right to take action at any time. In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify ADA Coordinator, 60 South 400 West, Salt Lake City, UT 84180 (801-321-7124), at least three working days prior to the meeting. TDD # 801-321-7130.
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April 9

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Master of Science in Clinical Investigation, Effective Fall 2008 – Action Item

Issue

The School of Medicine at the University of Utah (U of U) requests approval to offer the Master of Science in Clinical Investigation (MSCI) effective Fall, 2008.

Background

This program, the only one in the Intermountain West, translates research into medicines and technologies. The proposed training program has two tracks: the first emphasizes inherited bases for human disease and trains researchers to move from bench to bedside, and the second translates the medical breakthroughs from bed to community, emphasizing epidemiology. The proposed program intends to provide those wanting academic careers with the clinical training they will need to be competitive in securing research grants. Applicants will already have earned their MD, OD, or DMD degrees in Medicine, Dentistry, Nursing, Physical Therapy and Pharmacy. Thirty-three credit hours and a master's thesis will be required.

Clinical investigative training is already in place at the U of U. The existing program does not offer a credential but trains students to conduct research and seek grants. Since 2001, 235 students have participated. This program will continue to attract junior faculty and research fellows. Well-known senior faculty both attract and recruit students into the program. Interest is expected to grow with the addition of a credential.

Nationally, there are 2,590 junior faculty positions in clinical departments available in academic medicine. Junior faculty with clinical investigation skills are intensively recruited. The U of U reports that it seeks 35 clinical faculty in academic medicine every year. The demand to move medicines and techniques from the research stage to the bedside and on to the community will continue to persist.

Among students who have participated in the University of Utah's Training Program in Clinical Investigation in recent years, 32 have become faculty members at the University of Utah or elsewhere and 17 have already received independent awards from the NIH or professional societies to support their research efforts as young faculty members.

An NIH grant of $274,859, which will grow to over $309,000, will continue to support the program for another five years. If the funding were ever terminated, the University will trim the program but will not discontinue it. No other funding is needed at this time.

Policy Issues

No policy issues were raised. Other USHE institutions were supportive of the proposed program.

Commissioner's Recommendation

The Commissioner recommends that the Regents review the request from the University of Utah to offer the Master of Science in Clinical Investigation, raise questions, and, if satisfied, approve the request.

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David L. Buhler, Interim Commissioner

DLB/PCS
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Request to offer a Master of Science in Clinical Investigation Degree

University of Utah

Prepared for:
David L. Buhler
by
Phyllis C. Safman

April 9, 2008

SECTION I: The Request

The School of Medicine at the University of Utah requests approval to offer the Master of Science in Clinical Investigation (MSCI) effective Fall, 2008.

SECTION II: Program Description

The MSCI degree program provides classroom and mentored research experience in clinical research, preparing its trainees for careers in clinical investigation, both in academic medicine and the allied health sciences. The program prepares trainees to be competitive investigators capable of gaining extramural funding for their clinical research projects. The curriculum of the MSCI focuses on the theories, models, methods, and tools used by investigators who conduct bench-to-bedside and bedside-to-community translational research. Candidates for the MSCI degree will elect one of two areas of emphasis or "tracks". The first track emphasizes the inherited basis of human disease, mechanism-oriented clinical research, and bench-to-bedside translational research. The second track emphasizes epidemiology, health services research, and bedside-to-community translational research. The program is designed to support a mentored research experience for fellows and junior faculty members at the University of Utah School of Medicine and allied health science fields.

Purpose of Degree

Well-trained clinical investigators represent a vital resource for the advancement of scientific knowledge and the development of improved treatments for human disease. The goal of the MSCI is to provide superior, coordinated didactic and practical training for individuals interested in academic careers in clinical investigation. The program prepares trainees to be competitive investigators capable of gaining extramural funding for their clinical research projects. The program is designed to prepare the next generation of effective clinical investigators in academic departments and academic medical centers. This degree program addresses the need for research training for individuals seeking careers in academic medicine. The M.S. degree program represents an extension of an existing program at the School of Medicine that has been funded by the National Institutes of Health (NIH) for the past seven years through a mechanism designated the K-30 Clinical Research Curriculum Award.

Institutional Readiness

A Master's degree program for participants in the K-30 program was first considered several years ago. The School of Medicine already has implemented many of the procedures required to be eligible to offer a degree granting program. Through the K-30 award, the Training Program in Clinical Investigation (TPCI), a two-year curriculum suitable for a Master's degree, was established. The courses that make up the didactic portion of the program are listed in the current University catalog. Courses specific to this program carry the designation "MDCRC" which indicates that the General Clinical Research Center (GCRC) is the organization within the School of Medicine sponsoring the courses. Some of the courses in the didactic

curriculum are graduate level courses sponsored by other departments, particularly Medical Informatics, Biochemistry and Human Genetics.

The MSCI is complementary to a number of NIH-funded training programs in the School of Medicine. These NIH K-12 and T-32 programs support training in specific areas of medicine; the coursework in the MSCI provides the didactic classroom curriculum in research methods required for trainees in these programs. All of these peer-reviewed programs provide evidence of the existing capacity for the School of Medicine to offer research training. The NIH-funded training programs follow:

Training in Cardiovascular Research (T32HL007576-22, Benjamin, Ivor PI)
Genetic Models of Cardiovascular Renal & Pulmonary (T32HL079874-02 Capecchi, Mario, PI)
Research Training In Hematology (T32DK007115-32 Kushner, James, PI)
Research Training in Inherited Neurological Disease (T32NS007493-05 Leppert, Mark, PI)
Developmental Biology Training Program (T32HD007491-11 Mango, Susan, PI)
Training Program in Genetics (5T32GM007464-30 Stillman, David, PI)
Multidisciplinary Cancer Research Training Program (T32CA093247-05 Virshup, David, PI)
Training Program in Microbial Pathogenesis (T32AI055434-03 Weis, Janis, PI)
Utah BIRCWH Career Development Program in Women's Health (5K12HD043449-05 Bjorkman, David, PI): provides training and career development for four scholars from three departments in the School of Medicine (Neurology, Pulmonary Medicine and Plastic Surgery) and one from the College of Health (Physical Therapy)
Genetic and Developmental Mechanisms of Pediatric Disease (5K12HD001410-04 Clark, Edward, PI): has four trainees, one each in Pediatric Hematology/Oncology and Pediatric Critical Care and two in Neonatology
Pediatric Critical Care Scientist Development Program (5K12HD047349-03 Dean, Jonathan, PI): supports research career development for junior faculty in pediatric critical care (currently there are seven participating scholars).

University of Utah faculty members are principal investigators of more than 200 current investigator-initiated research awards (R01) from the National Institutes of Health in diverse fields, an indication of a thriving environment for biomedical research and of opportunities for mentorship of MSCI students. Trainees in the existing K-30 program and in the proposed MSCI will benefit from several multi-investigator research programs that are in place in the School of Medicine.

The Human Molecular Biology and Genetics (HMBG) program, created in 1987 with funds from the Eccles Foundation and from the Lucille P. Markey Charitable Trust, has been a highly successful program that supplies funding and space for young faculty recruits; most are physician-scientists with research interests in human molecular biology. Twenty-four current and past faculty members at the University have been recruited through the HMBG program. The HMBG program is located in the Eccles Institute of Human Genetics. The HMBG Program has also established and administers a second interdisciplinary initiative termed The Fellowship to Faculty Transition (FTFT) Program. The subsidiary FTFT Program provides a structure for mentorship and financial support that permits carefully selected junior faculty members a

period of development and training before requiring them to assume the full responsibilities of a tenure-track faculty member. Since its establishment in 1995, the FTFT Program has supported sixteen new faculty investigators, all of whom have been M.D. or M.D./Ph.D. scientists.

The Informatics, Decision Enhancement, and Surveillance (IDEAS) Center, housed at the Salt Lake Veteran's Affairs Medical Center, focuses on implementing and evaluating informatics tools and interventions that integrate decision support and surveillance in order to improve outcomes.

Integrated Clinical Research Networks are inter-institutional systems established by the NIH to ensure that high-quality clinical studies and trials can be conducted effectively and efficiently. The University of Utah has been selected to participate in three:
The Heart Failure Clinical Research (PI: David Bull, MD and Co-PI: Dean Li, MD, PhD)
The Stillbirth Research Collaborative Networks (PI: Robert Silver, MD)
The Myeloproliferative Diseases Research Network (PI: Josef Prchal, MD).
Inclusion of the University of Utah in these networks provides a rich resource for physician-scientists and Ph.D.-scientists to participate in clinical trials of novel diagnostics and therapeutics, and offers access to data throughout these national networks.

The Utah Population Database (UPDB) is a unique source of information for genetic and health studies. The UPDB is based on an extensive set of Utah family histories, traced back over generations, in which demographic and medical information of family members are linked can be traced back through pedigrees. This database has been drawn upon for 30 years of groundbreaking genetic research at the University of Utah and continues to be a resource for novel studies.

Faculty

The Master of Science in Clinical Investigation will be awarded by the School of Medicine rather than by a particular department within the School of Medicine. The program will be supervised by an Executive Oversight Committee consisting of John Hoidal, M.D., The Clarence M. and Ruth N. Birrer Presidential Endowed Chair, Chairman of the Department of Internal Medicine, Donald McClain, M.D., Ph.D., Program Director of the GCRC, Matthew Samore, M.D., Ph.D., Professor of Medicine and Director of the track two curriculum, James Kushner, M.D., M.M. Wintrobe Distinguished Professor of Medicine, Director of the track one curriculum and Associate Program Director of the GCRC, Carrie Byington, M.D., Professor of Pediatrics and Associate Program Director for Pediatric Research of the GCRC and Lynn Jorde, Ph.D., Professor of Human Genetics.

Existing faculty in the School of Medicine are well-qualified to conduct both the classroom teaching and research mentoring for this program. Faculty mentors are regular full-time faculty in the School of Medicine and in several other schools and colleges. Most individuals are tenured faculty and have been awarded the appropriate terminal degree for their field and specialty. The average teaching load of faculty participating is generally restricted to one course per semester. There are no immediate plans for additions to the faculty.

Current faculty are listed in Appendix C.

Staff

The MSCI will require staff support for administrative tasks of overseeing course scheduling and registration, handling student applications, and maintaining student records. A staff member funded by the K30 award and the GCRC provides this support.

Library and Information Resources:

The Eccles Health Sciences Library provides print and on-line access to biomedical journals and other bibliographic materials for students and faculty from all health sciences programs at the University of Utah. This existing resource will meet the needs of students in the Clinical Investigation program.

Admission Requirements

The MSCI is a post-graduate program intended for clinicians who have completed a MD, DO, or DMD degree. The program is also open to individuals with other training such as a clinical doctoral degree in areas such as Nursing, Physical Therapy and Pharmacy. Because the training program does not provide stipends, candidates generally will be chosen from among those individuals who have been accepted into a fellowship training program at the University of Utah's School of Medicine. Applicants must fill out an application form for the Clinical Investigation program and provide three letters of reference. One letter must be from a mentor in the applicant's home department, stating that the applicant, if accepted, will have protected time to participate in the program. Each applicant must submit a statement of intent, describing his or her career status, areas of interest in clinical investigation, reasons for applying to the program, and career development objectives. Students must apply and be accepted to the University of Utah.

Student Advisement

A student starting the program will identify a mentor within his or her department or area of clinical expertise. Students will be responsible for identifying two University of Utah faculty members to serve with their mentor on their thesis advisory committee. The primary responsibility for monitoring the progress of students through the program will lie with the research mentor and the Thesis Advisory Committee members. Semi-annual reports from the research mentor will be required.

Justification for Number of Credits

Thirty-three credit hours will be required to graduate from the program. Track one students must take 20 credits of required core courses in addition to the 13 credits for their mentored clinical research projects. Track two students must take 18 credits of required core courses and two credits of elective courses in

addition to the 13 credits for the mentored clinical research project. The expected time to completion of the MSCI degree is two years.

The curriculum for the current K-30 program begins with a six-week intensive block of didactic courses and workshops. This block begins in July for new students entering the program. Students in both tracks take a group of common core courses in epidemiology, data management, bioethics, biostatistics and they participate in a longitudinal research seminar series. In addition, students from both tracks participate in weekly workshops covering a broad range of topics. Students enrolled in track one (the Inherited Basis of Human Disease) also take introductory didactic courses in Biochemistry for Clinical Investigators and Genetics for Clinical Investigators. Students in track two (Epidemiology and Health Services Research) take track-specific courses in epidemiology and study design.

Because the Master's program is intended to train individuals intending to pursue careers as independent clinical investigators, the preferred culmination of the mentored clinical research project will be the preparation and submission of an NIH career development application (K-23, K-08) or an equivalent federal or foundation career development grant proposal. The career development application must pass the review of the senior Executive Oversight Committee. With the approval of this committee, a peer-reviewed research paper in a leading journal may be accepted as an alternative culminating graduate project.

External Review and Accreditation

The program has received external peer review through the process of application for and renewal of the NIH K-30 Clinical Research Curriculum Award.

Projected Enrollment:

On average, twelve students and ten auditors have participated in the K-30 curriculum each year since July 2001 when the program began accepting students. The current pool of potential applicants is large. In the School of Medicine, there are currently 143 assistant professors and instructors who are within two years of their initial appointment and 128 clinical fellows. The College of Nursing has 56 pre-doctoral students. The College of Pharmacy has 93 pre-doctoral students and 38 post-doctoral fellows. Over sixty individuals are currently T32 trainees in the School of Medicine. In the MSCI program faculty anticipate 10-15 new students per calendar year.

Expansion of Existing Program

The proposed MSCI is an extension of the existing Training Program in Clinical Investigation, which has been a functional entity for the past seven years. Most of the courses for the MSCI (Appendix A) have been taught in the past.

SECTION III: Need

Program Need

Recent studies from the Institutes of Medicine, the National Research Council, the National Academy of Sciences and the NIH have documented deficiencies in the ability of American Medical Schools to produce qualified clinical investigators capable of combining clinical observations with knowledge generated in the laboratory. Opportunities for productive clinical research that have been generated by advances in genetics, molecular biology and epidemiology have not been adequately exploited. Fostering the translation of new discoveries to practical health benefits is a high priority for the NIH. Successful translational research depends upon a bi-directional flow of ideas between basic science laboratories and the clinical environment but impediments to the development of productive research programs have occurred at two stages. The first is translation from basic science discoveries to clinical trials in humans, the "bench-to-bedside" stage. The second is the translation of new knowledge to clinical practice, the "bedside-to-community" stage. These impediments are due in large part to failure to teach the methods required to perform scientifically rigorous clinical research during medical school and post-graduate medical training. Furthermore, in many academic centers, basic and clinical investigators are housed in separate facilities and have limited opportunities for collaboration. Other obstacles, such as issues of intellectual property and patient confidentiality, have also limited interactions between clinicians, basic scientists, and industry.

Most clinicians, even those with Masters' degrees, are not adequately trained in research design and quantitative methods in order to apply or supervise the use of these methods in their own research projects; thus, they are not able to develop competitive proposals as principal investigators for external grant funding. The MSCI will prepare clinicians for the transition to clinical investigator status. In recognition of the challenge of translational research and need for research training for clinicians, many universities have developed a Master of Science in Clinical Investigation or a comparable graduate degree in clinical research; these include Vanderbilt University, Northwestern University, University of Texas, New York University, the University of Minnesota, Emory University, the University of Pittsburgh, Washington University, Cornell University, University of California Los Angeles, Boston University, and Johns Hopkins University.

In response to the need for translational research training for clinicians, the University of Utah's School of Medicine, with support from an NIH K-30 Clinical Research Curriculum Award, developed a Training Program in Clinical Investigation. The Clinical Investigation curriculum was focused, at first, on the inherited basis of human disease, an area of clear strength of the faculty of the School of Medicine; this emphasis continues as track one of the MSCI curriculum. Many prospective students are interested in clinical epidemiology and health services research, a need addressed by track two.

Labor Market Demand

This program is designed to prepare medical fellows and medical school junior faculty members with the research skills needed to advance their careers in academic medicine. Recruitment of young faculty in clinical departments of schools of medicine around the country remains a challenge. On the website of the American Association of Medical Colleges there are 2,590 listings describing available junior faculty positions. The need for new faculty members is unlikely to diminish. At the University of Utah's School of Medicine, the average number of junior faculty positions advertised each year is 35. Faculty applicants with career development funding are intensively recruited around the country, and because the proposed Master of Science in Clinical Investigation is designed to create individuals well qualified to apply for career development awards, the market demand for graduates is predicted to remain high. Among students who have participated in the University of Utah's Training Program in Clinical Investigation in recent years, 32 have become faculty members at the University of Utah or elsewhere and 17 have already received independent awards from the NIH or professional societies to support their research efforts as young faculty members.

Student Demand

Since the initiation of didactic course work in the K-30 program in July 2001, 235 trainees have participated. Of these, 72 were full-time K30 trainees, while 163 were part-time participants in selected K-30 courses. Most of the part-time participants already held junior faculty positions in the clinical departments of the School of Medicine. Because of the program's success in generating career development applicants, division chiefs and department chairs continue to direct fellows and junior faculty to the program. In addition, faculty give presentations to diverse School of Medicine departments to recruit students to the program. This has ensured a steady stream of applicants.

Similar Programs

No other didactic curriculum or degree program exists at the University of Utah, nor in the intermountain region, that is specifically directed toward clinicians seeking research skills for clinical investigation. Only the MSCI focuses directly on translational research and is specifically linked with the NIH funded K-30 Clinical Research Curriculum Award.

Collaboration With and Impact on Other USHE Institutions

The proposed MSCI degree is a medical school program, with the University of Utah being the only Utah state higher education institution with a medical school. No other Utah higher education institution already offers a degree that is similar to, or competitive with, the proposed MSCI degree. Specifically, no other institution has a graduate degree in human genetics or a graduate degree oriented towards health care research. The only even remotely similar degrees are the M.S. in Nursing offered by BYU and the Master of Science in Nurse Education offered by Westminster College. Although students in these two programs might take research oriented classes, such as statistics, the programs are not oriented towards research

training. In summary, there will be no impact on or opportunities to collaborate with the other institutions in offering the proposed MSCI degree.

Benefits

Students enrolled in the MSCI program have made commitments to careers as academic investigators and will participate in the discovery, creation and transmittal of knowledge through the education and training programs in which they will participate. It is expected that the majority of the students completing the proposed Master's program will do independent research and contribute to the field of biological sciences and clinical medicine both locally, at the state-wide level and at the national level. Because many enrollees will be fellows or junior faculty in the School of Medicine, the program will support the School of Medicine and Health Sciences Center in developing and sustaining a research-productive faculty.

Consistency with Institutional Mission

The University of Utah and its various schools, colleges and graduate programs is designated a type one university (doctoral/research university) according to policy R312 entitled: "Configuration of the Utah System of Higher Education and Institutional Missions and Roles". The proposed Master's program in Clinical Investigation fits well with the described mission. The program is designed to train independent clinical investigators who, through their research, will improve the health of the citizens of Utah.

This program is consistent with the mission of education and research in the School of Medicine, most notably, its mission of postdoctoral training of biomedical scientists.

SECTION IV: Program and Student Assessment

Program Assessment

The success of the MSCI will be evaluated using multiple indicators. The number of new students enrolled each year will be an indicator of continued need for the program and of the program's reputation. Course evaluations by students will be used to assess success of individual courses and as a basis for continuing to improve the curriculum to meet student needs. The success of the degree program overall will be evaluated by monitoring the number of students completing the degree each year, the number of former students awarded research funding for proposals submitted through peer-reviewed, competitive mechanisms, and the progress of former students in their academic careers.

Expected Standards of Performance

Students will be expected to make timely progress toward completion of the degree. Mastery of material addressed in individual courses will be assessed through performance on written assignments, exams, and

presentations. The master's thesis will be expected to be of a standard comparable to peer-reviewed grant proposals or to manuscripts submitted to peer-reviewed biomedical journals.

SECTION V: Finance

The program is currently funded at a level of $300,000 per year through the award from the NIH. The School of Medicine is currently preparing an application for a Translational Science Award in response to a request for applications from the NIH. The K-30 program and the proposed Master of Science in Clinical Investigation represent a central element in the Clinical Translational Science Award application. The budget for the educational component for that application is approximately $500,000 annually. No internal reallocation of University funds will be required for the proposed program.

Budget

Financial Analysis Form for All R401 Documents					
	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE Enrollment	13	13	13	13	13
Cost Per FTE	21,143	21,777	22,431	23,104	23,797
Student/Faculty Ratio	2:1	2:1	2:1	2:1	2:1
Projected Headcount	16	16	16	16	16
Projected Tuition					
Gross Tuition	118,981	122,551	126,227	130,014	133,915
Tuition to Program	0	0	0	0	0
5 Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
Expense					
Salaries & Wages	196,165	202,050	208,111	214,355	220,785
Benefits	61,544	63,390	65,292	67,251	69,268
Total Personnel	257,709	265,440	273,403	281,606	290,054
Current Expense	14,150	14,575	15,012	15,462	15,926
Travel	3,000	3,090	3,183	3,278	3,377
Capital					
Library Expense					
Total Expense	274,859	283,105	291,598	300,346	309,356
Revenue					

Financial Analysis Form for All R401 Documents					
	Year 1	Year 2	Year 3	Year 4	Year 5
Legislative Appropriation					
Grants & Contracts	274,859	283,105	291,598	300,346	309,356
Donations					
Reallocation					
Tuition to Program					
Fees					
Total Revenue	274,859	283,105	291,598	300,346	309,356
Difference					
Revenue-Expense	0	0	0	0	0
Comments					
3% cost of increase 10 full time and 6 part time students= 16 headcount, 13.0 FTE					

Funding Sources

The competing renewal application to the NIH for the K-30 program was successful as funding for an additional five year period was granted. The School of Medicine currently receives approximately $300,000 annually from the NIH to support this program. No University funds will be required to establish the proposed new program. Faculty anticipate ongoing support for this training program through the NIH Clinical Translational Science Award mechanism. If external funding for the program is lost in the future, the number of courses that can be offered specific to the MSCI degree will have to be reduced. In this situation, the degree program may continue to be offered by revising the curriculum requirements to include more courses taken through other programs such as Public Health and Biomedical Informatics.

Reallocations

None.

Impact on Existing Budgets

None.

Appendix A: Program Curriculum

The MSCI degree with provide two tracks, or areas of emphasis. The first track emphasizes the inherited basis of human disease, mechanism-oriented clinical research, and bench-to-bedside translational research. The second track emphasizes epidemiology, health services research, and bedside-to-community translational research.

The course requirements for graduation are listed below. In addition to required and elective courses offered specifically for the MSCI degree, which are designated MDCRC, students may select electives from other graduate programs such as Biomedical Informatics (BMI), Public Health (FPMD), and Master of Statistics (STAT).

Required Core Courses (credits)

Both Tracks 1 and 2
MDCRC 6000 Introduction to Biostatistics (1)
MDCRC 6010 Introduction to Epidemiology (1)
MDCRC 6020 Data Management (1)
MDCRC 6040 Design and Implementation of Clinical Trials (2)
MDCRC 6410 Research Seminar Series (summer 1)(Fall 0.5)(spring 0.5)
MDCRC 6430 Bioethical Issues in Clinical Research (1)
MDCRC 6450 Grant Writing (2)
MDCRC 6970 Mentored Clinical Research Project (13 hours)

Track 1 Specific
MDCRC 6400 Medical Genetics for Clinical Investigators (1)
MDCRC 6420 Genetics of Complex Diseases (2)
MDCRC 6500 Gene Localization-Principles and Practice (2)
MDCRC 6510 Molecular Biology for Clinical Investigators (1)
MDCRC 6520 Biochemistry for Clinical Investigators (2)
MDCRC 6530 Utilization of Animal Models in the Development of Clinical Research Projects (2)

Track 2 Specific
MDCRC 6030 Computer Practicum (1)
MDCRC 6100 Epidemiology Seminar (1)
MDCRC 6110 Intermediate Epidemiology (2)
MDCRC 6120 Cost-Effectiveness Analysis (1)
MDCRC 6130 Introduction to Decision Analysis (1)
MDCRC 6210 Regression Models (2)

Elective Courses – Track 2 Specific
MDCRC 6140 Intermediate Decision Analysis (1)
MDCRC 6200 Meta Analysis (1)
MDCRC 6220 Survey Methods (1)
MDCRC 6230 Health Services Research (1)
MDCRC 6250 Epidemiology of Infectious Diseases (1)
MDCRC 6430 Implementation Science (1)
MDCRC 6440 Intervention Research (2)
MDCRC 6450 Grant Writing (2)

New Courses to be Added in Next Five Years – Track 2 Specific
MDCRC 6150 Molecular Epidemiology (1)
MDCRC 6160 Pharmacoepidemiology (1)
MDCRC 6240 Clinical Research with Diverse Populations (1)
MDCRC 6260 Behavioral and Community Interventions (1)
MDCRC 6270 Case Studies in Clinical Decision Support Systems (1)
MDCRC 6280 Clinical Epidemiology (1)
MDCRC 6290 Nutritional Epidemiology (1)

Suggested Electives in Other Health Sciences Programs
BMI 6040 Foundations of Genetic Epidemiology (1.5)
BMI 6700 Public Health Informatics (2)
BMI 6560 Familiality Methods (2)
STAT 6969 Special Topics in Statistics (1 - 6)
FPMD 6530 Global Health (3)
FPMD 7140 Applied Multivariate Data Analysis (3)

Course Descriptions for Both New and Existing Courses

MDCRC 6000 Introduction to Biostatistics (1)
Basic statistics with emphasis on medical and epidemiologic research problems, including description of data, theoretical distributions, hypothesis testing, multiple comparisons, correlation, confidence intervals, basic regression models, and sample size estimation.

MDCRC 6010 Introduction to Epidemiology (1)
This course covers the basics of epidemiology including: measures of disease frequency, measures of effect, basic study designs, confounding bias, stratification, and causal reasoning.

MDCRC 6020 Data Management (1)
The course materials cover managing databases for research including: problems and solutions for data management, database design, table linkage, confidentiality issues and data security.

MDCRC 6030 Computer Practicum (1)
This course is designed to afford hands-on practice with statistical software (Stata). Students learn to merge databases, generate and modify variables, scientific graphing, and simple programming.

MDCRC 6100 Epidemiology Seminar (1)
Key papers describing epidemiological methods are discussed, followed by critical reviews of representative studies illustrating the application of these methods. Causal reasoning and causal graphs are introduced. This course is presented in two two-hour blocks each week for the first three weeks of the intensive introductory course. 1 credit.

MDCRC 6040 Design and Implementation of Clinical Trials (2)
This course defines clinical trials and reviews drug registration trials, phase I, II and III trials, clinical endpoints, surrogate endpoints, pharmacokinetics, drug-drug interactions, data and safety monitoring, criteria for closure and single versus multi-institutional trials. Case-based sessions covering clinical trials in occlusive heart disease, arthritis, asthma and oncology emphasize informative examples of trial design and potential pitfalls.

MDCRC 6110 Intermediate Epidemiology (2)
Students enrolling in this course must have completed MDCRC 6010, Introduction to Epidemiology. The course considers in some depth the epidemiologic study designs: cohort, case-control, cross-sectional, ecological. Goals are that students will be able to: 1) design epidemiologic studies; 2) understand causal inference and potential sources of bias in observational studies; 3) recognize and address confounding and effect modification in data; and 4) critically read epidemiologic papers.

MDCRC 6120 Cost Effective Analysis (1)
The material presented covers concepts used in the economic evaluation of health care programs, foundations of cost effectiveness analysis, interpreting and critiquing the literature of cost-effective analysis, and constructing these analyses.

MDCRC 6130 Introduction to Decision Analysis (1)
This course serves as an introduction to the subject of decision analysis related to health care and includes: concepts, creation and evaluation of decision trees, Markov chains, sensitivity analysis and incorporation of patient preferences with utility analysis.

MDCRC 6140 Intermediate Decision Analysis and Modeling (1)
This course is a practicum in designing and constructing a decision analysis model to solve an actual health care problem. A problem is provided and students are instructed in methods to solve the problem utilizing decision analysis.

MDCRC 6150 Molecular Epidemiology (1)
The molecular epidemiology course will prepare students to conduct multidisciplinary studies using biological samples from humans. Students will become familiar with epidemiologic and data quality

considerations for molecular epidemiology studies, for example studies of intermediate markers of disease, studies of genetic susceptibility to disease, and pharmacogenetics studies.

MDCRC 6160 Pharmacoepidemiology (1)
Pharmacoepidemiology joins the fields of clinical pharmacology and epidemiology, and it is the study of the use and effects of drugs in large groups of people. Pharmacoepidemiologic methods are also used to conduct and evaluate programmatic efforts to improve medication use on a population basis. The aim of the course is to introduce students to the most important issues in pharmacoepidemiology. To this end, the course will emphasize phamacovigilance, surveillance methods, and follow-up studies. The course will present an overview of observational study designs, including drug utilization studies, case reports, and case-control and cohort studies. Description and measurement of drug exposures and outcomes, biases, and confounders as well as their implications in pharmacoepidemiological research will be included. The course contains lectures as well as exercises, and group discussions

MDCRC 6200 Meta Analysis (1)
The material covered focuses on the meta-analysis approach of combining quantitative data. Subjects covered include statistical methods, eligibility criteria of studies, tests of homogeneity, summary measures, sources of variation and sensitivity analysis

MDCRC 6210 Regression Models (2)
The course in regression models covers linear regression, logistic regression, Poisson regression, Cox regression, and includes: methods for correlated data (generalized estimating equations and mixed models), testing model assumptions, and assessment of model fit.

MDCRC 6220 Survey Methods (1)
This course provides an overview of the effects of survey design decisions on data quality. It focuses on the design of surveys used in research and practical issues related to their development, application, and interpretation. Topics include methods of data collection, sampling strategies, measurement error, and error associated with sampling and non-response. Additional topics include questionnaire format, interviewer effects and training, survey evaluation, and other strategies for ensuring survey quality.

MDCRC 6230 Health Services Research (1)
This course is focused on measurements of clinical outcomes and includes scale development, reliability and validity, study design, misclassification bias, co-morbidity, severity of illness scores and quality of life measurements.

MDCRC 6240 Clinical Research with Diverse Populations (1)
This course will focus on conducting observational and intervention research with diverse populations that are traditionally underserved, including people classified by age, gender, sexual orientation, geography, race and ethnicity. Students will critically examine recruitment and retention methods, data collection

instruments, research interventions, and study implementation strategies. There will be an emphasis on cultural competency and disparities in health indicators in diverse populations.

MDCRC 6250 Epidemiology of Infectious Diseases (1)
This course covers the epidemiology of infectious diseases and the dynamics of transmissible agents, including: outbreack investigation, mathematical models of host-microorganism interactions, and statistical methods for detection of disease clusters.

MDCRC 6260 Behavioral and Community Interventions (1)
This course provides an overview of social and behavioral science theories, community health assessment and planning models, social and behavioral determinants of health, and applying these to the design and implementation of inter-disciplinary community interventions. Research methods for program evaluation will be covered, including study designs and statistical models.

MDCRC 6270 Case Studies in Clinical Decision Support Systems (1)
This course will provide an overview of clinical decision support systems (CDSS) and methods, including implementation of CDSS and study designs for CDSS evaluation in clinical settings. Several case studies of actual CDSS implementations will be used to illustrate the issues and concepts.

MDCRC 6280 Clinical Epidemiology (1)
This course focuses on methods to study the determinants for variation in outcomes of illness, such as diagnostic and therapeutic interventions. Statistical methods for diagnostic and screening tests are presented, including test characteristics, comparisons and regression models for test characteristics, and correcting these for bias. Study designs for evaluating therapeutic efficacy and measuring natural history of disease are discussed.

MDCRC 6290 Nutritional Epidemiology (1)
This course focuses on application of epidemiological methods to current studies of diet, nutrition, and chronic disease. A discussion of current issues and controversies enable students to plan studies in nutritional epidemiology and disease prevention. The broad aim of the course is to expose students to the principles of nutrition epidemiology and arm them with tools to evaluate nutrition epidemiology in the literature. At the end of the course students will be able to discuss the basic principles used in nutrition epidemiology and critically evaluate nutrition epidemiology in the literature.

MDCRC 6400 Medical Genetics for Clinical Investigators (1)
This course provides a broad overview of medical genetics with an emphasis on issues most relevant for clinical investigators, including the formal genetics of Mendelian traits. Cytogenetics and new molecular techniques are covered. Gene mapping through linkage analysis, positional cloning and candidate gene analysis are reviewed.

MDCRC 6410 Research Seminar Series (1 summer, 0.5 fall, 0.5 spring)

Each seminar begins with the presentation of a case representing an inherited human disorder or a clinical issue related to health care delivery or epidemiology. Discussions follow based on the methods used for cloning responsible genes or defining epidemiologic and other health care issues. The seminars are designed to illustrate the process of scientific discovery in clinical investigation, provide examples of how innovative approaches and methods were applied and to discuss obstacles that impeded progress.

MDCRC 6420 Genetics of Complex Diseases (2)
This key course addresses issues relevant to the identification of genes underlying susceptibility to complex disorders. Subjects covered include advantages and disadvantages of isolates versus large populations, utilization of affected sibling pairs, discordant sibling pairs and extended families. Traditional case-control association methods and family-based methods are covered. Other subjects include locus and allelic heterogeneity, phenotypic heterogeneity, gene-gene and gene-environmental interactions and density of polymorphic markers.

MDCRC 6430 Bioethical Issues in Clinical Research (1)
Ethical issues and standards for scientific investigation are covered in depth. Course-work emphasizes the history and evolution of research norms and practices, institutional expectations and standards, and the process of review and oversight for experimental protocols. Additional material covers ethical issues and public policy linked to genetic research. Case-based problem solving is used to cover interactions with the Institutional Review Board.

MDCRC 6440 Intervention Research (2)
Interdisciplinary approaches to bedside-to-community translational research will be covered. Strategies will be presented for designing and implementing field intervention studies and cluster randomized trials. Methods of analysis will include time series analysis. This course will also encompass health information technology interventions, such as clinical decision support systems. Behavior change models will be discussed.

MDCRC 6450 Grant Writing (2)
This course covers the entire preparation of a grant, including funding sources, letter of intent, aims and hypotheses, background, specific projects, sample size and statistics, budgets, biosketches, and supporting appendices. Students will write an actual grant and critique classmates' grants.

MDCRC 6500 Gene Localization-Principles and Practice (2)
This course offers detailed coverage of methods of linkage analysis including LOD scores, estimation of pedigrees, non-parametric methods including sib-pair analysis and affected pedigree member analysis. Efficient study design is presented, with emphasis on the importance of accurate phenotyping with an introduction to the use of the GCRC phenotyping core. Basic statistical issues central to linkage analysis are covered extensively.

MDCRC 6510 Molecular Biology for Clinical Investigators (2)

This course focuses on modern prokaryote and eukaryote genetics, eukaryote gene structure with an emphasis on mammalian systems and cell biology emphasizing mammalian model systems. Subjects covered include DNA replication, control of replication, transcription, transcription factor networks, signal transduction, pathways in cancer biology, bacterial phage genetics, bacterial genomics and gene targeting. Methods utilized in laboratory-based investigations utilizing molecular biology are covered in detail.

MDCRC 6520 Biochemistry for Clinical Investigators (2)
This course utilizes clinical syndromes as the starting point for teaching exercises in biochemistry. Course material covers DNA synthesis and repair, lipid metabolism, cell cycle control, protein structure, biochemistry of diabetes and the interactions of biochemical pathways in complex organisms. The objective of the course is to prepare clinical investigators to be totally conversant with techniques of biochemistry, cell cycle control and protein structure that might relate directly to clinical research projects done by multidisciplinary groups.

MDCRC 6530 Utilization of Animal Models in the Development of Clinical Research Projects (2)
It is now possible to precisely modify any DNA sequence within the genome of the mouse. This course emphasizes the use of mouse models to dissect the genetic basis of human disease. Deletion of genes using homologous recombination are covered extensively as are other methods of gene inactivation (anti-sense constructs, inhibitory RNA, and others). New experimental systems for modeling human diseases in zebra fish and C. elegans are also covered.

MDCRC 6970 Mentored Clinical Research Project (10 to 15)
Faculty: A roster of qualified research mentors is given in Table 6, Appendix 1.
Course Description: Graduate research projects designed to extend over the two years of the program, and culminating in the writing of a NIH career development application (K-23, K-08) or equivalent are initiated at the beginning of the student's coursework. Selection of mentors and initiation of projects occurs outside of regular class hours.

Appendix B. Program Schedule

The suggested class schedule for completion of the MSCI degree for Track 1 (Inherited Basis of Human Disease) is:

Year 1, Summer Semester Six-Week Intensive (2nd week of July through 3rd week of August)
MDCRC 6000 Introduction to Biostatistics (1)
MDCRC 6010 Introduction to Epidemiology (1)
MDCRC 6020 Data Management (1)
MDCRC 6410 Research Seminar Series (1)
MDCRC 6430 Bioethical Issues in Clinical Research (1)
MDCRC 6440 - Medical Genetics for Clinical Investigators (1)
MDCRC 6510 - Molecular Biology for Clinical Investigators (1)

Year 1, Fall Semester
MDCRC 6410 Research Seminar Series (0.5)
MDCRC 6420 Genetics of Complex Diseases (2)
MDCRC 6970 Mentored Clinical Research Project (3 hours)

Year 1, Spring Semester
MDCRC 6040 Design and Implementation of Clinical Trials (2)
MDCRC 6410 Research Seminar Series (0.5)
MDCRC 6500 Gene Localization-Principles and Practice (2)
MDCRC 6970 Mentored Clinical Research Project (3 hours)

Year 2, Fall Semester
MDCRC 6520 Biochemistry for Clinical Investigators (2)
MDCRC 6970 Mentored Clinical Research Project (4 hours)

Year 2, Spring Semester
MDCRC 6450 Grant Writing (2)
MDCRC 6530 Utilization of Animal Models in the Development of Clinical Research Projects (2)
MDCRC 6970 Mentored Clinical Research Project (3 hours)

The suggested class schedule for completion of the MSCI degree for Track 2 (Epidemiology and Health Services Research) is:

Year 1, Summer Semester Six-Week Intensive (2nd week of July through 3rd week of August)
MDCRC 6000 Introduction to Biostatistics (1)
MDCRC 6010 Introduction to Epidemiology (1)

MDCRC 6020 Data Management (1)
MDCRC 6030 Computer Practicum (1)
MDCRC 6100 Epidemiology Seminar (1)
MDCRC 6410 Research Seminar Series (1)
MDCRC 6430 Bioethical Issues in Clinical Research (1)

Year 1, Fall Semester
MDCRC 6110 Intermediate Epidemiology (2)
MDCRC 6120 Cost Effective Analysis (1)
MDCRC 6130 Introduction to Decision Analysis (1)
MDCRC 6410 Research Seminar Series (0.5)
MDCRC 6970 Mentored Clinical Research Project (3 hours)

Year 1, Spring Semester
MDCRC 6040 Design and Implementation of Clinical Trials (2)
MDCRC 6210 Regression Models (2)
MDCRC 6410 Research Seminar Series (0.5)
MDCRC 6970 Mentored Clinical Research Project (3 hours)

Year 2, Fall Semester
MDCRC 6970 Mentored Clinical Research Project (3 hours)
MDCRC 6230 Health Services Research (1)
MDCRC 6220 Survey Methods (1)

Year 2, Spring Semester
MDCRC 6450 Grant Writing (2)
MDCRC 6970 Mentored Clinical Research Project (4 hours)

Appendix C: Faculty

Current faculty who will participate in the didactic teaching for the MSCI degree include the following:

Tom Greene, Ph.D.
Professor of Medicine
Division of Epidemiology
University of Kentucky, Lexington, KY - B.S. 1980 - Mathematics and Psychology
Cornell University, Ithaca, NY - M.S. 1983 - Statistics
Cornell University, Ithaca, NY - Ph.D. 1985 – Statistics
Research interests: statistical methods for randomized clinical trials, longitudinal data analysis, and on the validation and use of surrogate endpoints. He directs the statistical analyses for several multi-center clinical trials sponsored by the National Institutes of Health, including the African American Study of Kidney Disease and Hypertension, the Focal Segmental Glomerulosclerosis Study, and the trials of the Frequent Hemodialysis Network. Dr. Greene also directs the statistical analyses for the Collaborative Study Group, which is an international consortium of investigators who conduct industry sponsored clinical trials in patients with chronic kidney disease.

Anita Y. Kinney, Ph.D.
Associate Professor of Medicine
Division of Epidemiology
Seton Hall, South Orange, NJ - B.S.N. 1981 - Nursing
University of Pennsylvania, PA - M.S. 1988 - Nursing (APN)
Univ. of Texas Public Health, Houston, TX - Ph.D. 1996 - Epidemiology
Univ. of North Carolina, Chapel Hill, NC - Post Doc 1997 - Cancer Prevention & Epidemiology
Research interests: to understand variation in health outcomes and attitudes, and to use this information to develop effective interventions that facilitate informed decision making and positive changes in health behaviors. Kinney is particularly interested in studying these issues in socially and geographically underserved populations.

James P. Kushner, MD
M.M. Wintrobe Distinguished Professor of Medicine and Chief of the Division of Hematology
Program Director, Center of Excellence in Molecular Hematology (CEMH)
Associate Program Director, General Clinical Research Center (CRC)
Bowdoin College, Brunswick, Maine, B.A., 1957
New York University Graduate School of Arts and Science, New York, New York, 1957-1958
University of Pittsburgh, School of Medicine, Pittsburgh, Pennsylvania, M.D., 1962
Research interests: genetic disorders of iron metabolism and genetic disorders affecting the porphyrin biosynthetic pathway. His research has been continuously funded through the National Institutes of Health (NIH) for the past 20 years. The grant supporting his research on the genetic basis of porphyric disorders was awarded merit status in its last competing renewal. He is the M.M. Wintrobe Professor of Medicine and an Adjunct

Professor of Pathology and is the Principle Investigator and Director of the University of Utah's Center of Excellence in Molecular Hematology.

Dean Y. Li, M.D., Ph.D.
Associate Professor of Medicine
Human Molecular Biol & Genetics Program
Eccles Institute of Human Genetics
B.A. University of Chicago
M.D. Washington University
PhD. Washington University
Research interests: to describe vascular development as a series of sequential and coordinated molecular events. This information is vital for understanding embryogenesis and devising strategies for the prevention and treatment of malignancies and obstructive vascular disease. Dr. Li hypothesizes that many genes implicated in human vascular disease play fundamental roles in vascular development.

Maureen A. Murtaugh, Ph.D., R.D.
Associate Professor of Medicine
Division of Epidemiology
Syracuse University, Syracuse, NY - B.S. 1983 - Dietetics
University of Connecticut, Storrs, CT - Ph.D. 1991 – Nutrition
University of Minnesota, Minneapolis, MN - Post Doc. 2002 – Epidemiology Research interests: the role of nutrition in development of chronic disease. She is currently principal investigator of a study to establish norms for bone health for Navajo people and another to validate a dietary history questionnaire for American Indians and Alaska Natives.

Matthew H. Samore, MD
Professor of Medicine
Chief, Division of Epidemiology
Macalester College, St. Paul, MN – B.A. 1979 – Biology
University of Wisconsin, Madison, WI – M.D. 1984 – Medicine
Research interests: methods in infectious disease epidemiology, antibiotic resistance in hospitals and communities, computer-decision support for antibiotic prescribing and infection control, and surveillance of errors and adverse events. Dr. Samore is leading or participating in several randomized intervention trials that address antimicrobial resistance and other studies that apply computer-based approaches to surveillance and/or antibiotic prescribing. These include the CMS-funded RADAR (Rural Antibiotic Decision-Support and Resistance) project, the CDC-funded IMPART (Inter-Mountain Project on Antimicrobial Resistance and Therapy), an FDA sponsored study of adverse event surveillance, and the AHRQ-funded INFORM (Intelligent Network for Orders, Registry, and Management) project.

Greg Stoddard, MPH
Division of Epidemiology, Department of Medicine
Adjunct Assistant Professor in the Department of Orthopedics

University of Utah, Salt Lake City, UT – BS 1983 – Mathematics (Statistics Emphasis)
University of Phoenix, Salt Lake City, UT-MBA 1988-Business Administration
University of Utah, Salt Lake City, UT – MPH 1998-Public Health/Epidemiology
Research Interests: statistical methods in epidemiology

Carol Sweeney, Ph.D.
Associate Professor of Medicine
Division of Epidemiology
Department of Medicine
Wellesley College, Wellesley, MA - B.A. 1981 - Biological Sciences
University of Washington, Seattle, WA - M.S. 1990 - Environmental Health
University of Washington, Seattle, WA - Ph.D. 1999- Epidemiology
Research interests: cancer epidemiology, with specific interests in the role of common genetic variants in cancer susceptibility and survival, and in the epidemiology of cancer survivors.

Donald A. McClain M.D., Ph.D.
Professor of Medicine and Biochemistry
Director, General Clinical Research Center
Division of Endocrinology
Department of Medicine
Haverford College, Haverford, PA - B.A. 1973 - Biological Sciences
Rockefeller University, New York, NY – Ph.D. 1978 - Biochemistry
Cornell University Medical College, New York, NY - M.D. 1979
Research interests: pathogenesis of type 2 diabetes, physiology of obesity, effects of iron overload.

Lucy A. Savitz, Ph.D., MBA
Senior Scientist, Institute for Health Care Delivery Research
Intermountain Healthcare
Associate Professor, Clinical Epidemiology, School of Medicine
University of Utah
University of Denver, Denver, CO BSBA 1983 Finance
University of Denver, Denver, CO MBA 1984 Business
University of North Carolina, Chapel Hill, NC Ph.D. 1994 Health Policy & Administration (Minor: Medical Geography)
Research Interests: Quality improvement and patient safety from a population-based perspective with special focus on implementation science and new directions in participatory program evaluation.

Lynn Jorde, PhD
Professor of Human Genetics
Eccles Institute of Human Genetics
University of New Mexico PhD

April 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State College of Utah – Associate of Applied Science Degree in Respiratory Therapy – Action Item

Issue

Dixie State College of Utah requests approval to offer an Associate of Applied Science in Respiratory Therapy effective Fall Semester 2008. This program was approved by the institutional Board of Trustees on November 16, 2007. The proposal was approved by the Regents Program Review Committee on March 4, 2008.

Background

The respiratory therapy program is designed to provide students with the knowledge and skills to become credentialed, licensed, and employed in the field of respiratory care. Employment opportunities in this profession include bedside therapists in hospitals and extended care settings as well as in patients' homes. Therapists are also included in emergency response teams and are employed as members of air- and ground-transport teams of critically ill patients. Therapists also provide patient instruction and education relative to their specific disease or condition, such as working in asthma clinics, cystic fibrosis clinics, pulmonary function laboratories, and sleep labs.

Respiratory therapists (licensed in Utah as Respiratory Care Practitioners [RCPs]) provide direct patient care to a wide variety of patients with disorders or injuries that affect the cardiorespiratory system. These therapies are provided to patients who range from premature infants to the elderly, and are delivered in the acute care (hospital) setting (including neonatal, adult, cardiac, and neurologic intensive care units), home care, and rehabilitative or extended care facilities.

Dixie State College already offers an array of health professions programs, including nursing, dental hygiene, emergency care and rescue (EMT/Paramedic), medical radiography, surgical technology, and

phlebotomy. A new health sciences building is under construction with expected completion during spring 2008. It has sufficient space to provide appropriate classroom and laboratory facilities/equipment for this program. The School of Business, Sciences, and Health has the infrastructure to support advising new and prospective students and to support the development and initiation of this program.

Policy Issues

The proposed program has been reviewed by other USHE institutions. Comments and concerns were addressed, and other USHE institutions are in support of the program.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to Offer an Associate of Applied Science Degree in Respiratory Therapy at Dixie State College of Utah, effective Fall 2008.

David L. Buhler, Interim Commissioner

DLB/GW
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Request to Offer an
Associate of Applied Science in Respiratory Therapy

Dixie State College of Utah

Prepared for
David L Buhler
By
Gary Wixom

April 9, 2008

SECTION I: The Request

Dixie State College of Utah requests approval to offer an Associate of Applied Science in Respiratory Therapy effective Fall Semester 2008. This program was approved by the institutional Board of Trustees on November 16, 2007.

SECTION II: Program Description

Respiratory therapists (licensed in Utah as Respiratory Care Practitioners [RCPs]) provide direct patient care to a wide variety of patients with disorders or injuries that affect the cardiorespiratory system. These therapies are provided to patients who range from premature infants to the elderly, and are delivered in the acute care (hospital) setting (including neonatal, adult, cardiac, and neurologic intensive care units), home care, and rehabilitative or extended care facilities. The respiratory therapist works closely with physicians and other members of the health care team to evaluate and treat patients with acute or chronic respiratory or cardiopulmonary conditions, diseases, disorders, or injuries. Although the therapist works under the general supervision of a physician, there are many circumstances in which the therapist must be able to exercise independent judgment and perform emergency procedures. The minimum entry-level preparation into respiratory therapy is an Associate Degree, with many institutions developing a baccalaureate degree to develop further advanced clinical, management, and leadership skills.

Curricular requirements for a respiratory therapy program are determined by the professional accrediting agency, the Committee on Accreditation for Respiratory Care (CoARC). Program evaluation and final accreditation status is awarded by the Committee on Accreditation of Allied Health Education Programs (CAAHEP) of the American Medical Association. Graduates of accredited programs are eligible to obtain a credential and to become licensed to practice respiratory care. The national standard for licensure of respiratory therapists is the CRT or RRT credential and these credentials establish reciprocity among all states currently requiring licensure in the U.S. The National Board for Respiratory Care (NBRC) establishes the content of credentialing examinations based upon a 5-year cycle of evaluating current practice and revising the examinations to reflect any changes in practice. Licensure and credentialing are linked by NBRC policy requiring practitioners to maintain current knowledge in the field by renewing their credential every 5 years.

The respiratory therapy program at Dixie State College will satisfy accreditation requirements and fully prepare graduates to enter the profession upon program completion. The program will consist of:

a) prerequisite (general education) course work; and
program curriculum courses that will include (see Curriculum, Appendix A)

b)
   a. theory courses,
   b. laboratory practice, and
   c. clinical practice

Students will be admitted into the program in a cohort and must follow an established curriculum sequence and achieve minimum academic progress throughout the program.

Purpose of Degree

The respiratory therapy program is designed to provide students with the knowledge and skills to become credentialed, licensed, and employed in the field of respiratory care. Employment opportunities in this profession include bedside therapists in hospitals and extended care settings as well as in patients' homes. Therapists are also included in emergency response teams and are employed as members of air- and ground-transport teams of critically ill patients. Therapists also provide patient instruction and education relative to their specific disease or condition, such as working in asthma clinics, cystic fibrosis clinics, pulmonary function laboratories, and sleep labs. Therapists are employed in clinical and bench research settings and may work in the medical equipment industry in design, development or sales. Therapists provide formal and informal education and are employed in the educational community at a variety of levels.

To prepare students to excel in a field as technical and varied as this requires a breadth of knowledge and skills. The program will have a competitive selection process to assure students are qualified to successfully complete the curriculum and possess the cognitive, psychomotor, and affective skills required in the practice of the profession. As described in Section IV (Program and Student Assessment), mechanisms will be developed to assure that students develop the competencies required in the profession and to maintain a curriculum that is consistent with national and local practice trends.

Institutional Readiness

Dixie State College already offers an array of health professions programs, including nursing, dental hygiene, emergency care and rescue (EMT/Paramedic), medical radiography, surgical technology, and phlebotomy. A new health sciences building is under construction with expected completion during spring 2008. It has sufficient space to provide appropriate classroom and laboratory facilities/equipment for this program. The School of Business, Sciences, and Health has the infrastructure to support advising new and prospective students and to support the development and initiation of this program. The single key component to the success of a new clinical practice program is the support of the local medical community and providers. There is a very close and collegial working relationship already established with Dixie Regional Medical Center (DRMC) and they are in full support of this program. Durable medical equipment (DME) businesses, skilled nursing facilities, and sleep labs in the area will also benefit from the availability of new practitioners.

Faculty

The college is currently conducting a national search for an appropriately qualified program director for this program, but local instructional resources are abundant. In addition to nursing faculty that could provide adjunct instruction for this program, several respiratory therapy staff members of DRMC have previous teaching experience, and have expressed interest in faculty positions available for this program at Dixie State College. Additional faculty will be recruited as needed.

Staff

Secretarial staff will be required for this program; it is anticipated that this staff could be shared with another existing department in the health sciences area. The proposed budget includes 1.0 FTE secretarial support but this will be evaluated as the program is developed and is integrated with other existing programs. The ATE/Health Sciences advisor will provide student and academic advisement.

Library and Information Resources

The Val A. Browning Library has extensive learning resources in Nursing and the Allied Health Sciences including books (virtual and electronic), online databases, DVDs, and videotapes. Online databases in which students can access full text articles include ProQuest Nursing and Allied Health Source, MEDLINE, Clinical Pharmacology, Biomedical Reference Collection, Health Source: Nursing/Academic Edition, and others. The library liaison to the Health Sciences provides assistance for faculty in making new library acquisitions, orienting students to accessing databases, and developing discipline-specific reference assistance handouts. Reference librarians are available online to students 24 hours a day, 7 days a week. Additionally, Dixie Regional Medical Center has a medical library that is available to Dixie State College students. Funds have been included in the program proposal budget (see below) for library acquisitions that are specific to respiratory therapy. The Dean of Business, Sciences, and Health recently purchased $8000 in electronic books in the Allied Health Sciences for inclusion in the library. This accounts in part for the relatively modest library funds in the program proposal budget. Respiratory therapy and library budgets will be periodically updated to include access of additional library resources as needed.

Admission Requirements

Admission to the respiratory therapy program is based upon academic performance in both general education and specific program prerequisite courses in addition to other selection criteria, including:

1) Submission of a complete Program Application on or before the deadline established by the program;
2) Minimum cumulative GPA of 2.75 or higher;
3) Completion with a “C” or better of all program prerequisite courses;
4) Satisfactory communication skills as demonstrated through an interview with the Respiratory Therapy Program Selection Committee;
5) Three letters of recommendation, including at least one from an instructor in a prerequisite course; and
6) Certification in CPR and as a C.N.A.

Additional factors that will be taken into consideration for program admission include previous health care experience and weighted GPA in specific prerequisite courses. A criminal background check, drug screen, and selected immunizations will be required upon acceptance to the program.

Student Advisement

Prospective and enrolled students will be advised by the ATE/Health Sciences advisor. Students will be given career and academic information prior to and during the program.

Justification for Number of Credits

The total number of credit hours required for the Respiratory Therapy program is consistent with requirements at Weber State University and with comparable programs across the nation. The WSU program requires 25 prerequisite credit hours and 63 program credit hours (total of 88) to achieve registry-eligible status.

The Dixie State College program purposes an associate of applied science in respiratory therapy that requires 10 general education and 59 program credit hours (total 69), which is in the range set by the Regents for an Associate of Applied Science. There are up to 20 credit hours in prerequisites needed depending upon a student's background and preparation.

A survey of CAAHEP-accredited registry-eligible programs across the nation shows a range of 82 to 103 credit hours for Associate degrees in this discipline. Health professions programs typically require a concentration of focused specific courses to prepare competent practitioners and meet professional accreditation standards. For example, the Dixie State College Medical Radiography Associate Degree requires 90 credit hours.

The WSU program is configured as a "1+1" program, meaning that students complete one year of the program to achieve eligibility for the CRT exam and one more year to achieve eligibility for the RRT exams. However, the national trend in this profession is to abandon this 1+1 format in favor of a dedicated associate degree at the RRT level, primarily due to significant changes in the knowledge and skills currently required to pass the CRT exam. According to the Committee on Accreditation of Allied Health Programs (CAAHEP) of the American Medical Association, of the 356 respiratory therapy programs currently accredited fewer than 20 programs offer the 1+1 format and of the 43 programs currently applying for accreditation status only 2 are CRT programs and none are 1+1.

External Review and Accreditation

The proposed Respiratory Therapy program curriculum has been developed in accordance with standards established by the Committee on Accreditation for Respiratory Care (CoARC) by an external professional consultant. Courses are designed to meet all content and skills requirements described in the Standards and Essentials published by CoARC.

Projected Enrollment

Previous experience and current student interest in this field suggest that there is a significant pool of applicants that could be developed into qualified students for the program. Considering that there is both a local and national shortage of respiratory therapists, and that students who may have prepared for but not been accepted into a nursing program will meet the Program selection criteria, it is projected that the Dixie

State College Respiratory Therapy program will admit classes of 20 students twice each calendar year. This student enrollment is projected based upon structuring the curriculum to be offered in consecutive semesters to better utilize faculty and facilities. It is anticipated that students will be admitted as cohorts in fall and summer terms. It is not feasible to admit new students every semester because of the limitations of supporting clinical practice sites for student placement. Projected student enrollment is displayed in Table 1.

Table 1: Projected DSC Respiratory Therapy Enrollment

Year Offered	Total # Student FTE	Student FTE to Faculty FTE Ratio
2008-2009	15	7.5:1
2009-2010	30	15:1
2010-2011	35	17.5:1
2011-2012	40	20:1
2012-2013	40	20:1

Student to faculty ratio is projected based on the initial budget of two full-time program faculty, to be supplemented with adjunct clinical faculty.

SECTION III: Need

Program Need

The national manpower shortage of healthcare providers is also demonstrated in Utah, and with the St. George area being the fastest-growing metropolitan complex in Utah this shortage will become particularly acute over the next ten years. Additionally, since a large segment of St. George's population are retirees, who also have one of the highest health-care utilization rates, maintaining a steady pool of health care professionals is essential. In fact, the unique demographics of St. George demand access to health care at all points of entry, from neonatal care (i.e. high birth-rate) to emergency care (high ER admission rate) to acute and long-term care. When Dixie Regional Medical Center began admitting patients in 2003 and initiated its cardiac surgery service, it immediately reached patient volumes comparable to hospitals in the Salt Lake City area. Respiratory therapists are needed in all areas of the hospital including critical care areas such as ER, ICUs, and Labor and Delivery of high-risk infants as well as all general care areas. Therapists are also employed in the home care and DME fields, sleep labs, and rehabilitation facilities.

The crisis in available health care professionals over the past ten years is likely to worsen over the next two decades. There are many factors that contribute to this shortage, including the aging of the current workforce, the concurrent aging of the population, and the concomitant strain on the health care system, occupational stress associated with health professions, and the relatively low salaries in comparison to the expense and rigor of the education required. Even given these factors, interest in health professions continues to grow, likely associated with the job-security and intrinsic rewards of these professions.

Weber State University currently has the only USHE Respiratory Therapy program and it has been difficult if not impossible to recruit graduates from that program to relocate to the St. George area. The manpower

shortage in central-northern Utah remains problematic even though WSU has attempted to increase classes and class sizes. Dixie Regional Medical Center has directly approached Dixie State College to develop health care professions programs in this area, including the Respiratory Therapy, Medical Radiography, and Surgical Technician programs. The nearest Respiratory Therapy program to St. George is in Las Vegas, and the Las Vegas health-care manpower shortage is such that there are currently two acute-care hospitals in Las Vegas that have not opened due to lack of professional staff.

Labor Market Demand

Respiratory therapists have been on the Intermountain Healthcare human resources "difficult-to-recruit" list for the past 15 years. Respiratory care staffing has been problematic since the opening of the Dixie Regional Medical Center in St. George in 2003. The hospital has had to utilize temporary staffing services due to a lack of local professionals available to hire. The national demand for therapists is increasing at approximately the same rate as for nurses and according to the U.S. Department of Labor, the area of allied health professions is among the fastest growing occupations nationally. It is projected that there will be a need for 65 new therapists in the southern part of Utah over the next five years, and this is not adjusted for projected retirement of currently practicing RCPs.

The national growth trend is 8.7% increase per year over the past 10 years in RCPs employed from 1995-2005 (from 81,000 to 151,560), and this trend is mirrored by labor statistics in Utah (see Table 2).

Table 2: RCP Growth Trends

	Total Jobs		%growth		%growth		%growth	Annual Growth
	1995	2002		2005		2010		
U.S.	80,998	109,202	35%	151,559	39%	204,604	35%	8.7%
Utah			30-40%		30-40%			6-8%

Student Demand

It is difficult to quantify the number of potential students for this program, but student interest in all health professions programs is very strong. The number of applicants for all health professions programs at Dixie State College exceeds the number of students that can be admitted, and this phenomenon is true in other USHE institutions as well. A key factor in providing health professions programs is the availability of qualified and willing clinical training facilities. Although the classroom (didactic) portions of the curricula are easily offered to large classes, the "bottle-neck" is providing low student-faculty ratios in hands-on laboratory practice courses and subsequent actual clinical practice.

The School of Business, Science, and Health Sciences has a designated advisor to interview students who express an interest in this profession. There has been a consistent pool of 70-100 students per year that have sought information and academic advising about this profession and the courses that would likely fulfill prerequisite requirements. Additionally, given that there are students who apply for the nursing

program but cannot be admitted due to class size limits, this pool of applicants would already meet prerequisite requirements for the Respiratory Therapy Program and are often more than willing to apply to a related program. Nationally there are several programs that currently offer a dual-credential RN-RRT program, and there is a growing market for these richly qualified professionals.

Similar Programs

As described in this document and Appendix C, Weber State University is the only USHE institution to offer a similar program. The proposed program at Dixie State College meets all CoARC professional accreditation standards and has a curriculum, which is similar but not identical to the WSU program.

The WSU program is configured as a "1+1" program, meaning that students complete one year of the program to achieve eligibility for the CRT exam and one more year to achieve eligibility for the RRT exams. The national trend in this profession is to abandon this 1+1 format in favor of a dedicated associate degree at the RRT level, primarily due to significant changes in the knowledge and skills currently required to pass the CRT exam. According to the Committee on Accreditation of Allied Health Programs (CAAHEP) of the American Medical Association, of the 356 respiratory therapy programs currently accredited fewer than 20 programs offer the 1+1 format and of the 43 programs currently applying for accreditation status only 2 are CRT programs and none are 1+1.

The curriculum proposed for the Dixie State College programs provides students with all required program content and is consistent with both WSU and other programs in total discipline-specific credit hours. Another element that distinguishes the Dixie State program from the WSU program is the intent to run the program throughout the academic year, including during the summer term, to allow better utilization of faculty and facilities. While the curriculum for this program varies from the WSU curriculum, it is similar enough to allow matriculation of students from WSU or other programs in the event that a student relocates to this area during his or her program, or has interrupted his/her education and wishes to re-enter a respiratory therapy program.

Collaboration with and Impact on Other USHE Institutions

Weber State University currently has the only Respiratory Therapy program in the USHE, and it has been difficult, if not impossible, to recruit graduates from that program to relocate to the St. George area. The manpower shortage in central-northern Utah remains problematic even though WSU has attempted to increase classes and class sizes. In order to supply the demand for physical therapists locally, DSC undertook the development of this proposal in consultation with Weber State University Respiratory Therapy Professor Georgine Bills. Professor Bills has subsequently been hired by Dixie State College to direct its new RT program.

Currently there is no collaboration with any of the regional institutions offering respiratory therapist programs. The DSC program should have no effect on enrollments at Weber State University or other Utah institutions because of its location in southern Utah and the expenses involved in moving and attending DSC. In addition, the graduates from the program will have an opportunity to complete the Bachelor's degree in a related field at DSC and/or other USHE institutions.

Benefits

DSC is recognized by the local community as the primary educational source for preparing graduates to work in the needed health care and technical professions. Dixie Regional Medical Center has directly approached Dixie State College to develop health care professions programs in this area, including Respiratory Therapy. Respiratory therapists are needed in all areas of the hospital including critical care areas such as ER, ICUs, and Labor and Delivery of high-risk infants as well as all general care areas. Therapists are also employed in the home care and DME fields, sleep labs, and rehabilitation facilities.

Consistency with Institutional Mission

A key element of Dixie State College's Mission is "to transmit knowledge and skills primarily through education and training programs at the certificate and associate degree level, including applied technology education programs." As a result, DSC has taken steps to develop a core of healthcare professions programs. The proposed Associate of Applied Science degree in Respiratory Therapy is the college's response to meeting the southern Utah community need as well as meeting the DSC and USHE missions. The proposed AAS degree in Respiratory Therapy is in a high demand profession; it is consistent with and supports the missions of the USHE, the Board of Regents and the DSC. The program will provide specialized quality technical educational opportunities for students resulting in knowledgeable, competent, caring, ethical and quality-oriented graduates that will be eligible for national licensure.

SECTION IV
Program and Student Assessment

Program Assessment

Professional accreditation standards established by CoARC include the requirement that all accredited programs establish goals and standards specifically related to outcomes, and to develop measurement systems to monitor the program's effectiveness on a continuous basis. Programs develop and submit annual Progress Reports to CoARC and are compared to threshold criteria established by CoARC for selected outcomes. There is no standard specific to the number of goals a program must establish, but each program must report outcomes relative to the basic goal of graduating students who are prepared to enter the workforce. To this end, each program must develop standards and measurements to assess its effectiveness in three learning domains: cognitive, psychomotor, and affective.

A sample of program goals and standard for this program is provided in Table 3.

Program Goal: Prepare graduates to competently enter the workforce, possessing the cognitive, psychomotor, and affective skills expected by employers.

Table 3: Program Standards and Measurement Systems

DOMAIN	MEASUREMENT #1	MEASUREMENT #2	OUTCOME/ANALYSIS
Cognitive	Graduates performance on credentialing examinations [CRT, Written RRT, and Clinical Simulation]	Employers surveys re: satisfaction with knowledge of program graduates	Program will report pass-rates on 3 credentialing examinations, with analysis of graduate performance; program will tabulate and analyze employer feedback re: knowledge levels of new graduates
Psychomotor	Graduates must demonstrate competency in all skills required during the curriculum	Employers surveys re: satisfaction with ability of graduates to perform skills and adapt therapy to patients	Program will assess student competence in any randomly selected skills prior to graduation; program will tabulate and analyze employer feedback regarding graduates' ability to competently perform tasks
DOMAIN	MEASUREMENT #1	MEASUREMENT #2	OUTCOME/ANALYSIS
Affective	Faculty will assess students' behaviors specific to communication skills, ethics, work habits, and interpersonal relations	Employer surveys regarding satisfaction with graduates' ability to effectively interact with staff and patients and comply with work expectations	Program will assess student behaviors prior to graduation; program will tabulate and analyze employer feedback re: graduates' ability to meet behavioral expectations of the workplace

Standardized Employer and Graduate Satisfaction Surveys are available from CoARC and programs are encouraged to utilize these instruments as part of their continual program review process. Graduate performance on credentialing examinations is available to the program from the National Board for Respiratory Care (NBRC), including statistics relative to graduate performance compared to graduates of other programs and performance specific to content areas of the examinations. The content areas correspond to educational essentials recommended by CoARC and as reflected in the regular review of the practice conducted every five years by the NBRC.

Student Assessment

Students are evaluated regularly throughout the program and receive feedback specific to all three learning domains. Table 4 describes both formative and summative student assessments.

Table 4 Student Formative and Summative Assessments

DOMAIN	FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Cognitive	1) Course examinations must be passed with scores of 75% or higher 2) Students must achieve a grade of "C" or higher in each course	1) Students will take NBRC Self-Assessment examinations during their final semester (included in RT 3150) and must achieve a score of no more than 5% less than the national cut score for the CRT and Written Registry examinations to receive a grade of "C" or better in this course
Psychomotor	1) Students must demonstrate competency in all skills practiced in the lab; 2) Students must demonstrate competency in skills performed in the clinical settings	1) Students will be required to redemonstrate previously learned skills at any time during the program; and 2) During the final semester, students will be required to perform a set of randomly selected skills to demonstrate continuing competence
Affective	1) Students grading rubrics for all courses (didactic, laboratory, and clinical practice) will include a component based on professionalism and work habits; 2) Clinical course student evaluations will include specific feedback regarding the students' interpersonal skills, work habits, and professionalism.	1) Student compliance with the professional code of ethics and the program standards of professional behavior will be assessed summatively during their final semester of the program. While this assessment may not be utilized as grounds for withholding the degree, it can be correlated with subsequent employer feedback to meet accreditation standards.

Quality Improvement

Accreditation standards require the program to develop and implement a continuous cycle of self-evaluation and program resource review. The program will assure continuous quality improvement by:

1) Analysis of all information developed and reported in the CoARC annual Progress Reports, including
   a. graduate performance on national (NBRC) credentialing examinations;
   b. analysis of specific content-area strengths and weaknesses as shown in the NBRC data;
   c. employer feedback provided through Employer Satisfaction Surveys and graduate employment rates; and
   d. graduation rates.

2) Use of Graduate Satisfaction Surveys to develop information about all program aspects, including the curriculum, faculty, educational resources, and clinical practice experiences;
3) Use of Program Resource Surveys to assess the appropriateness of the program structure, physical and educational resources, faculty development, laboratory equipment and support, and clinical resources;
4) Establishment of a program community Advisory Committee to provide regular feedback regarding all aspects of the program (curriculum, resources, student numbers, graduate outcomes, etc.). This Advisory Committee will include members of the community such as local employers and health-care providers, students, recent graduates, public member(s), college administration, and program faculty; and
5) Program faculty will meet regularly to assure consistent educational methods and strategies and to review all program assessments and make appropriate curricular adjustments when necessary. Program faculty will meet regularly with clinical adjunct faculty and representatives of clinical practice sites to assure good student experiences and to make scheduling or curricular adjustments as necessary.

SECTION V Budget

Financial Analysis for All R401 Documents

Dixie State College RT Program

	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE Enrollment	15.0	30.0	35.0	40.0	40.0
Cost Per FTE	$ 19,987.00	$ 6,780.00	$ 5,780.00	$ 5,376.00	$ 5,328.00
Student/Faculty Ratio	7.5/1	15/1	17.5/1	20/1	20/1
Projected Headcount	15.0	30.0	35.0	40.0	40.0
Projected Tuition					
Projected Gross Tuition	$ 41,010.00	$ 86,941.00	$107,517.00	$130,250.00	$138,064.00
Tuition Allocated to the Program	$ 10,253.00	$ 21,735.00	$ 26,879.00	$ 32,563.00	$ 34,516.00
Student Lab Fees	$ 3,750.00	$ 7,500.00	$ 9,625.00	$ 11,000.00	$ 12,000.00

5 Year Budget Projection

	Year 1	Year 2	Year 3	Year 4	Year 5
Expense					
Salaries & Wages	$144,775.00	$150,626.00	$156,808.00	$163,214.00	$169,883.00
Benefits	$ 31,224.00	$ 32,473.00	$ 33,780.00	$ 35,130.00	$ 36,536.00
Total Personnel					
Current Expense	$ 3,000.00	$ 4,000.00	$ 4,000.00	$ 4,000.00	$ 4,000.00
Travel		$ 2,500.00	$ 2,500.00	$ 2,500.00	$ 2,500.00
Capital	$120,000.00	$ 10,000.00	$ 5,000.00	$ 10,000.00	$ -

Library Expense	$1800.00	$1400	$1200	$1200	$1200
Total Expense	$300,799.00	$200,999.00	$203,288.00	$216,044.00	$214,119.00
Revenue					
Legislative Appropriation	$180,000.00	$180,000.00	$180,000.00	$180,000.00	$180,000.00
Grants					
Reallocated Funds	$ 30,546.00			$ 4,481.00	
Tuition Allocated to the Program	$ 10,253.00	$ 21,735.00	$ 26,879.00	$ 32,563.00	$ 34,516.00
Other	$ 80,000.00				
Total Revenue	$300,799.00	$201,735.00	$206,879.00	$215,044.00	$214,516.00
Difference					
Revenue-Expense	$ -	$	$	$ -	$ 397.00
Comments					
Dixie Regional Medical Center donates $80,000 for one year to this program which will be used for equipment and accreditation expenses. SB90 from the 2007 legislature session appropriated $180,000 of on-going money. The residual expense will come from cost savings and reallocation.					

Funding Sources

The Respiratory Therapy Program will be funded through a combination of new legislative appropriations, SB 90 funds, tuition, and donations from Dixie Regional Medical Center, and reallocation of existing contributions from DRMC, as detailed in the table above.

Reallocation

The source for the reallocated funds will be a previously existing Health Sciences account created by a Dixie Regional Medical Center donation for instruction in the health sciences. This reallocation is intended to provide partial financing for initial setup of the Respiratory Therapy laboratory.

Impact on Existing Budgets

This program will have no impact on existing budgets.

Appendix A Program Curriculum

New Courses to be Added to Develop the Respiratory Therapy Program

Course Number	Title	Credit Hours
RT 1010	Introduction to Respiratory Therapy and Medical Terminology	2
RT 2020	Cardiopulmonary Anatomy and Physiology	3
RT 2030	Introduction to Human Pathophysiology	3
RT 2040	Respiratory Care Therapeutics I	3
RT 2041	Laboratory Practice/Therapeutics I	2
RT 2050	Introduction to Pharmacology	3
RT 2060	Patient Assessment	2
RT 2065	Cardiopulmonary Pathophysiology	3
RT 2070	Respiratory Care Therapeutics II	3
RT 2071	Laboratory Practice/Therapeutics II	2
RT 2100	Clinical Practice I	5
RT 2200	Cardiopulmonary Diagnostics	3
RT 2300	Introduction to Mechanical Ventilation	3
RT 2301	Laboratory/Adult Mechanical Ventilation	2
RT 2310	Clinical Practice II	5
RT 2400	Alternative Site and Subacute Respiratory Care	1
RT 3005	Critical Care/ACLS	3
RT 3020	Neonatal/Pediatric Respiratory Care	2
RT 3021	Laboratory Practice/Neonatal Care	2
RT 3100	Clinical Practice III	5
RT 3150	Critical Thinking Seminar/NBRC Review	2
	TOTAL CREDITS	59

Curricular Requirements for Respiratory Therapy Associate of Applied Science Program

Course Number	Title	Credit Hours
General Education Courses		
LIB 1010	Information Literacy	1
ENGL 2010	Intermediate Writing	3
COMM 2110	Interpersonal Communications	3
QL Math 1040 (preferred)or Math 1030 or 1050	(Math course to satisfy QL requirement)	3
	TOTAL CREDITS	10

Curricular Requirements for Respiratory Therapy Program (cont'd)

Course Number	Title	Credit Hours
	Cohort Semester I	
RT 1010	Introduction to Respiratory Therapy and Medical Terminology	2
RT 2020	Cardiopulmonary Anatomy and Physiology	3
RT 2030	Introduction to Human Pathophysiology	3
RT 2040	Respiratory Care Therapeutics I	3
RT 2041	Laboratory Practice/Therapeutics I	2
RT 2050	Introduction to Pharmacology	3
	TOTAL CREDITS	16
	Cohort Semester II	
RT 2060	Patient Assessment	2
RT 2065	Cardiopulmonary Pathophysiology	3
RT 2070	Respiratory Care Therapeutics II	3
RT 2071	Laboratory Practice/Therapeutics II	2
RT 2100	Clinical Practice I	5
	TOTAL CREDITS	15
	Cohort Semester III	
RT 2200	Cardiopulmonary Diagnostics	3
RT 2300	Introduction to Mechanical Ventilation	3
RT 2301	Laboratory/Adult Mechanical Ventilation	2
RT 2310	Clinical Practice II	5
RT 3005	Critical Care/ACLS	3
	TOTAL CREDITS	16
	Cohort Semester IV	
RT 2400	Alternative Site and Subacute Respiratory Care	1
RT 3020	Neonatal/Pediatric Respiratory Care	2
RT 3021	Laboratory Practice/Neonatal Care	2
RT 3100	Clinical Practice III	5
RT 3150	Critical Thinking Seminar/NBRC Review	2
	TOTAL CREDITS	12
	TOTAL PROGRAM CREDITS	59
	TOTAL DEGREE CREDITS	69

Required Prerequisite Courses

Course Number	Title	Credit Hours
Prerequisite Courses		
Math 1010	Intermediate Algebra	4
BIOL 1610/1615	Principles of Biology	5
BIOL 2420/2425	Human Physiology & Lab	4
PSY 1010	General Psychology	3
CHEM 1110 (preferred) or CHEM 1010	Elem/Organic Chemistry or Introduction to Chemistry	4
	TOTAL CREDITS	20

Course Descriptions

RT 1010 Introduction to Respiratory Therapy and Medical Terminology (2)

Course introduces students to the profession of respiratory care, including the professional organizations, credentialing, and licensing agencies. Course also provides the student with an overview of medical ethics, medico-legal issues of health care, and regulations such as HIPPA and selected OSHA standards. This course provides an introduction to medical terminology and patient-care documentation.

RT 2020 Cardiopulmonary Anatomy and Physiology (3)

This course expands on basic human anatomy and physiology and concentrates on the cardiopulmonary system. Content includes selected gas laws and physical principles associated with respiration and gas exchange, ventilation, pulmonary mechanics, and circulation. Course introduces fetal and newborn anatomy and physiology and basic cardiac and renal function.

RT 2030 Introduction to Pathophysiology (3)

Course provides introduction to human diseases, injuries, conditions, and disorders. Content includes a review of the hematologic, gastrointestinal, musculoskeletal, integumentary, endocrine, reproductive, urinary, neurological, cardiac, and pulmonary systems. Pathologies associated with genetic traits or abnormalities and carcinogenesis are also covered. Basic introduction to fluid and electrolyte and acid-base balance is included.

RT 2040 Respiratory Care Therapeutics I (3)

Course provides students with theory and clinical applications of a wide range of respiratory therapy modalities. Content includes medical gases (including cylinders, regulators, flowmetering devices, and liquid oxygen), aerosols, humidity, hyperinflation techniques, chest physiotherapy, and airway clearance techniques. Students must master the clinical indications, contraindications, side-effects, and desired

outcomes of therapies. Clinical Practice Guidelines [CPGs] are introduced. Concurrent enrollment in RT 2040L is required.

RT 2041 Respiratory Care Therapeutics I Laboratory Practice (2)

Course provides students with an introduction to patient care, including body mechanics , patient interactions and documentation of patient care. Students will practice the selection, use, and trouble-shooting of equipment associated with providing medical gases, aerosol and humidity, hyperinflation techniques, IPPB, and airway clearance. Introduction to respiratory pharmacology and devices used to administer and monitor aerosolized medications is also provided. Concurrent enrollment in RT 2040 is required.

RT 2050 Introduction to Pharmacology (3)

Course provides students with an introduction to principles of pharmacology including administration routes and dosage calculation of selected medications. Content includes pharmacology associated with treatment of infectious diseases and disorders of the hematologic, cardiovascular, pulmonary, endocrine, renal, GI, and neurologic systems. Concepts of management of sedation, anesthesia, analgesia, and chemotherapeutic agents are also included.

RT 2060 Patient Assessment (2)

Course introduces students to basic patient assessment techniques including physical assessment and integration of laboratory and diagnostic findings associated with specific diagnoses. Content includes physical findings; radiologic findings and other imaging studies; laboratory tests such as electrolytes, bacteriology, hematology, and metabolic studies; acid-base balance and blood gas analysis; basic pulmonary function; and hemodynamic values. Emphasis of this course is the integration of the patient presentation and the associated pathology.

RT 2065 Cardiopulmonary Pathophysiology (3)

Course expands upon introduction to pathophysiology with an emphasis on cardiopulmonary injuries, diseases, disorders, and conditions. Students participate in a case-based course that integrates the etiology, presentation, pathophysiology, diagnosis, treatment, and prognosis of cardiopulmonary dysfunction.

RT 2070 Respiratory Care Therapeutics II (3)

Course provides students with theory and clinical applications of respiratory therapy modalities, including airway management (intubation, extubation, and tracheostomy care); manual ventilation; introduction to concepts of artificial ventilation (including CPAP, BiPAP, positive and negative pressure ventilators); blood gas sampling, analysis, and quality control; noninvasive monitoring (oximetry, capnography, pulmonary mechanics); and equipment decontamination. Students must master the clinical indications, contraindications, side-effects, and desired outcomes of therapies. Associated CPGs are introduced. Concurrent enrollment in RT 2070L and RT 2100 is required.

RT 2071 Respiratory Care Therapeutics II Laboratory Practice (2)

Laboratory practice course requires students to master artificial airway management skills including endotracheal intubation and bag-valve-mask ventilation. Course also provides practice in blood gas sampling, noninvasive monitoring, basic ventilatory support, basic pulmonary function assessments and bedside spirometry. Concurrent enrollment in RT 2070 and RT 2100 is required.

RT 2100 Clinical Practice I (5)

Students are introduced to the hospital setting and practice clinical application of all skills mastered in the laboratory courses RT 2040L and RT 2070L. Students develop interaction skills with patients and other members of the health care team and demonstrate proficiency in providing therapies, monitoring and documenting care, and prioritizing to develop time management skills. Students participate in clinical care conferences and in the evaluation of the appropriateness of care with respect to CPGs. Concurrent enrollment in RT 2070 and RT 2070L is required.

RT 2200 Cardiopulmonary Diagnostics (3)

Course provides in-depth review of pulmonary function studies such as spirometry, lung volumes and diffusing capacities, bronchial provocation testing, and bronchodilator response studies. Blood gas analysis and interpretation of arterial, capillary, and mixed venous blood gases are presented with an emphasis on case-based learning and application of diagnostic findings to initiating or modifying patient care. Cardiac assessments and interventions such as EKGs, echocardiography, IABP support, and hemodynamics including Swann-Ganz and arterial catheters are introduced.

RT 2300 Introduction to Mechanical Ventilation (3)

Course provides theory and clinical indications of all modes of ventilatory support. Emphasis is on the mastery of understanding the indications for initiation and continuation of ventilatory support, assessing and monitoring patients on life-support, integrating patient response to therapy with recommendations for modifying ventilator support, and determining the appropriate time and method for weaning from mechanical ventilation. Course includes application of CPAP, BiPAP, negative pressure ventilation, and positive pressure ventilation. Course also introduces students to ventilators used in extended care or home care. Concurrent enrollment in RT 2300L and RT 2310 is required.

RT 2301 Mechanical Ventilation Laboratory (2)

Students practice skills associated with selecting the appropriate mode of mechanical ventilation based on patient situations, then initiating, monitoring, assessing and recommending changes to ventilatory support, and weaning from mechanical ventilation. A wide range of ventilation modes and applications is mastered through a case-based format. Concurrent enrollment in RT 2300 and RT 2310 is required.

RT 2310 Clinical Practice II (5)

Clinical experience course emphasizing the provision of mechanical ventilation and assessment of patients in the emergency and intensive care settings. Students will continue to develop and demonstrate

competency in general therapies and skills introduced in RT 2040, RT 2040L, RT 2070, and RT 2070L. Concurrent enrollment in RT 2300 and RT 2300L is required.

RT 2400 Alternative Site and Subacute Respiratory Care (1)

Course introduces students to pulmonary rehabilitation, patient education, smoking cessation, asthma management, and sleep disorders including sleep apnea.

RT 3005 Critical Care /ACLS (3)

Course expands on basic skills acquired in previous RT courses and focuses on the pathophysiology and management of patients in the ICU and emergency settings. Course emphasizes patient assessment and procedures involved in resuscitation including current practices in advanced life support. Concurrent enrollment in RT 2310 required.

RT 3020 Neonatal/Pediatric Respiratory Care (2)

Course introduces theory and practice of pediatric and neonatal respiratory care, including specific anatomy, physiology, and pathophysiology associated with neonates and children. Assessment, management, and ventilatory techniques and equipment specific to infants and children are included. Pharmacology, including medications and dosages specific to infants and children, and ventilatory modes such as HFJV and oscillation ventilation, are introduced. Concurrent enrollment in RT 3020L and RT 3100 is required.

RT 3021 Neonatal/Pediatric Laboratory (2)

Course provides laboratory practice of techniques associated with airway management, ventilatory support, and resuscitation of infants and children. Case-based learning emphasizes patient assessment and initiation of appropriate respiratory support for infants and children. Concurrent enrollment in RT 3020 and RT 3100 is required.

RT 3100 Clinical Practice III (5)

Capstone clinical practice course includes experience in neonatal intensive care as well as demonstrating continuing competency in adult intensive care, emergency care, and general respiratory care. Clinical rotations include experience in the home care setting and sleep laboratory. Concurrent enrollment in RT 3020 and RT 3020L required.

RT 3150 Critical Thinking Seminar/NBRC Review (2)

Course utilizes terminal credentialing examinations (C.R.T., R.R.T. Written Exam, and R.R.T. Clinical Simulation Exam) as the basis for a comprehensive curriculum review. Case-based clinical simulations require students to integrate all concepts learned throughout the curriculum and clinical practice courses and apply this knowledge to branching-logic scenarios.

Additional Respiratory Therapy program Policies:

1. Students must achieve a grade of “C” or higher in each course in the program curriculum.

Appendix B
Program Schedule

Students must complete all prerequisite courses prior to admission to the Respiratory Therapy Program. Respiratory Therapy Program courses include 59 semester hours that must be completed sequentially. The initial cohort will be admitted fall semester, 2008 and will graduate at the end of fall semester 2009; subsequent cohorts will be admitted during summer and fall semesters.

Course Number	Title	Credit Hours
	Cohort Semester I	
RT 1010	Introduction to Respiratory Therapy and Medical Terminology	2
RT 2020	Cardiopulmonary Anatomy and Physiology	3
RT 2030	Introduction to Human Pathophysiology	3
RT 2040	Respiratory Care Therapeutics I	3
RT 2041	Laboratory Practice/Therapeutics I	2
RT 2050	Introduction to Pharmacology	3
	TOTAL CREDITS	16
	Cohort Semester II	
RT 2060	Patient Assessment	2
RT 2065	Cardiopulmonary Pathophysiology	3
RT 2070	Respiratory Care Therapeutics II	3
RT 2071	Laboratory Practice/Therapeutics II	2
RT 2100	Clinical Practice I	5
	TOTAL CREDITS	15
	Cohort Semester III	
RT 2200	Cardiopulmonary Diagnostics	3
RT 2300	Introduction to Mechanical Ventilation	3
RT 2301	Laboratory/Adult Mechanical Ventilation	2
RT 2310	Clinical Practice II	5
RT 3005	Critical Care/ACLS	3
	TOTAL CREDITS	16
	Cohort Semester IV	
RT 2400	Alternative Site and Subacute Respiratory Care	1
RT 3020	Neonatal/Pediatric Respiratory Care	2
RT 3021	Laboratory Practice/Neonatal Care	2
RT 3100	Clinical Practice III	5
RT 3150	Critical Thinking Seminar/NBRC Review	2
	TOTAL CREDITS	12

APPENDIX C: Respiratory Therapy Course Comparison for WSU

Weber State University	Proposed Dixie State College
ResThy 1540 Survey of Respiratory Therapy (1) and HTHS 1101 Medical Terminology (2)	RT 1010 Introduction to Respiratory Therapy and Medical Terminology (2)
ResThy 2210 Elementary Cardiopulmonary Anatomy and Physiology (3)	RT 2020 Cardiopulmonary Anatomy and Physiology (3)
HTHS 2230 Introductory Pathophysiology (3)	RT 2030 Introduction to Human Pathophysiology (3)
ResThy 2300 Basic Modalities in Respiratory I Care (3)	RT 2040 Respiratory Care Therapeutics I (3)
ResThy 2140 Introduction to Basic Therapeutic Modalities Lab (3)	RT 2041 Laboratory Practice/Therapeutics I (2)
ResThy 2520 Principles of Pharmacology (2)	RT 2050 Introduction to Pharmacology (3)
ResThy 2250 Basic Patient Assessment (2)	RT 2060 Patient Assessment (2)
ResThy 2230 Cardiopulmonary Pathophysiology (2)	RT 2065 Cardiopulmonary Pathophysiology (3)
ResThy 2310 Basic Modalities in Respiratory Care II (3)	RT 2070 Respiratory Care Therapeutics II (3)
ResThy 2160 Equipment Management Lab (3)	RT 2071 Laboratory Practice/Therapeutics II (2)
ResThy 2700 Clinical Applications (4)	RT 2100 Clinical Practice I (5)
ResThy 2270 Application of Cardiopulmonary Diagnostics (4)	RT 2200 Cardiopulmonary Diagnostics (3)
ResThy 2320 Essentials of Mechanical Ventilation (2)	RT 2300 Introduction to Mechanical Ventilation (3)
ResThy 2160 Equipment Management Lab (3)	RT 2301 Laboratory/Adult Mechanical Ventilation (2)
ResThy 2710 Specialty Clinical Experiences (1) and ResThy 2720 Clinical Applications (3) and part of ResThy 3770 Clinical Applications of Adult Critical Care (4)	RT 2310 Clinical Practice II (5)
ResThy 3280 Patient Care Continuum/Quality Management (3)	RT 2400 Alternative Site and Subacute Respiratory Care (1)
ResThy 3270 Adult Critical Care (2)	RT 3005 Critical Care/ACLS (3)
ResThy 3260 Neonatal/Pediatric Respiratory Care (2)	RT 3020 Neonatal/Pediatric Respiratory Care (2)
Part of ResThy 3760 Clinical Applications of Neonatal/Pediatric Respiratory Care (4)	RT 3021 Laboratory Practice/Neonatal Care (2)
Part of ResThy 3760 Clinical Applications of Neonatal/Pediatric Respiratory Care (4) and part of ResThy 3770 Clinical Applications of Adult Critical Care (4)	RT 3100 Clinical Practice III (5)
ResThy 3900 Clinical Simulation Seminar (2)	RT 3150 Critical Thinking Seminar/NBRC Review (2)

April 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley State College – Associate of Applied Science in Construction Management, and a name change for the existing AAS Degree in Building Construction and Construction Management to Construction Management – Action Item.

Issue

Officials at Utah Valley State College request approval to offer an Associate of Applied Science Degree in Construction Management, effective Fall Semester 2008. This proposal was approved by the UVSC Board of Trustees December 12, 2007. The Construction Management degree proposal was submitted to the Regional CTECC meeting October 3, 2007. The proposed degree was approved by the Regents Program Review Committee on March 4, 2008. This proposal also includes a request for a name change for the existing AAS Degree in Building Construction and Construction Management.

Background

This proposed degree is being developed in response to a need for managers of heavy civil and commercial construction projects. The need is substantiated by the labor market demand, and is demonstrated by and supported by a generous donation of the Clyde Companies to UVSC to further such programs. The expected outcomes of the degree are that students will be well prepared for supervisory positions at construction sites and/or be ready for continuing their education in a Construction Management BS Degree program.

This degree builds on the foundation of the existing in AAS Degree in Building Construction. The primary focus of the current degree is on residential construction with a hands-on building approach. The proposed degree will focus on the management of heavy civil and commercial construction utilizing management tools and techniques rather than the tools used to build houses. The combination of

these degrees will provide students with better educational options for their desired careers and provide the building construction community with a broader range of building professionals to meet the demand.

Policy Issues

Other Utah System of Higher Education institutions have reviewed this proposal, have given input, and are supportive of Utah Valley State College offering this degree.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to Offer an Associate of Applied Science in Construction Management at Utah Valley State College, effective Fall Semester, 2008.

David L. Buhler, Interim Commissioner

DLB/GW
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Request to Offer an Associate of Applied Science Degree in Construction Management

Utah Valley State College

Prepared for
David L Buhler
By
Gary Wixom

April 9, 2008

SECTION I: The Request

Utah Valley State College and the Construction Technologies Department request approval to offer an Associate of Applied Science Degree in Construction Management effective Fall 2008. This proposal was approved by the UVSC Board of Trustees December 12, 2007. The Construction Management degree proposal was submitted to the Regional CTECC meeting October 3, 2007.

This proposal also includes a request for a name change for the existing AAS Degree in Building Construction and Construction Management. This proposed Construction Management Degree has a different focus and curriculum than the existing AAS Degree in Building Construction and Construction Management (BCCM) where the program is focused on home building construction. To aid in differentiating the two degrees, it is proposed that the current degree name be shortened to just Building Construction.

SECTION II: Program Description

The Associate of Applied Science Degree in Construction Management has been designed to provide students a strong foundation in Construction Management that prepares them for jobs in construction site supervision and/or for advancement on to a BS degree in Construction Management (under development at UVSC for proposed implementation in Fall 2009). The program provides courses in construction science with a focus on heavy civil and commercial projects. Students will learn about construction materials and methods with readings, 3-D models, hands-on laboratory exercises, and site visits. Construction management courses in estimating and scheduling are also provided along with a strong background in mathematics, computer technology, business and other general education subjects. A supervisory course is also required so students can learn to manage workers at construction sites. These elements are the ones that differentiate most dramatically the difference this degree has with the current Building Construction degree in which the students focus on residential framing, concrete and masonry, finish carpentry, roof framing and other more specific aspects of home building.

Purpose of Degree

This proposed degree is being developed to respond to the pressing need for managers of heavy civil and commercial construction projects. The need is demonstrated by and supported by the generous donation of the Clyde Companies to UVSC to further such programs.

The expected outcomes of the degree are that students will be well prepared for supervisory positions at construction sites, and/or be ready for continuing their education in a Construction Management BS Degree program.

Institutional Readiness

This proposed degree will be administered by the existing Construction Technologies department. This department has a chair and an administrative assistant in place and will not require any additional

administrative structure. Additional budget funding will be required to support the new degree to cover full-time and adjunct instructors and operational expenses. A long-time, successful AAS Degree program in Building Construction provides some experienced faculty, some existing courses, and a program that will continue with its emphasis on residential building technology.

Faculty

The Construction Technologies Department currently has four, full-time, tenure-track faculty members, one visiting professor, and nine adjunct instructors involved in teaching the existing AAS Degree in Building Construction. This proposed new degree will utilize several of the courses taught by these instructors, but will require new faculty to teach the construction management courses.

The plan is to hire a new full-time, tenure-track faculty member for Fall, 2008 and a second for the second year of the program. These new faculty will be qualified and have the expertise required for teaching in this new degree as part of their hiring qualifications. Initially, the percentage of adjuncts utilized in the new program courses will be very low and as enrollments increase the percentage will increase some, but certainly to no more than fifty percent. These adjuncts will most likely be construction managers themselves and will possess the required knowledge and skills to teach in the new program.

Staff

No new staff positions are expected during the first five years of this degree.

Library and Information Resources

For the most part, courses in this degree will require minimal additional library support. This support is currently available. In addition, the new Digital Learning Center at UVSC is scheduled to open next fall to handle the needs of a growing student population at UVSC in the best, state-of-the-art way.

Admission Requirements

Admission requirements for the new degree will be the same as those required to enter UVSC; specifically, all applicants whose qualifications indicate they may benefit from the instructional programs offered and are generally beyond the age of high school enrollment can be admitted to the program.

Student Advisement

The Construction Technologies Department currently has a full-time advisor in the Advising Center for the School of Technology & Computing. It is expected that this same advisor will be able to handle advising duties for this new degree.

Justification for Number of Credits

The proposed degree is an AAS degree requiring 64 credits, which is within the 63 - 69 credit range of the Board of Regents policy.

External Review and Accreditation

No paid external consultants were used to develop this degree; however, numerous industry and academic professionals in construction management were contacted in person or by survey to provide input and advice about the curriculum and operation of this new degree.

This proposed degree was designed following the American Council for Construction Education (ACCE) accreditation standards. It is expected that, once a BS degree in Construction Management is developed and approved, both the AAS and the BS degrees will seek ACCE accreditation around 2010. Since the degrees are being designed with ACCE accreditation standards in mind, achieving this milestone should be within reach once appropriate departmental policies and procedures are in place.

Projected Enrollment

The following table is based on the number of new construction management classes planned and the expected enrollments in these courses.

Term	FTE	Student/Faculty Ratio
Fall 2008	10	13.33
Fall 2009	21.83	14.56
Fall 2010	24.17	16.11
Fall 2011	24.17	16.11
Fall 2012	24.17	16.11

Expansion of Existing Program

This new degree builds on the foundation existing in the current AAS Degree in Building Construction. The primary focus of the current degree is on residential construction with a hands-on building approach. The proposed degree will focus on the management of heavy civil and commercial construction utilizing management tools and techniques rather than the tools used to build houses. The combination of these degrees will provide students with better educational options for their desired careers and provide the building construction community with a more full range of building professionals to meet the demand.

SECTION III: Need

Program Need

This proposed program will help mitigate concerns over a critical shortage of skilled commercial and heavy highway construction workers at a time when the state is planning to invest billions of dollars in infrastructure upgrades, including that of I-15 and the new commuter rail development. In addition, the construction industry in Utah is mostly dominated by older workers who average 48 years of age and are nearing retirement. As such, developing construction management at UVSC has taken on new significance for many construction employers.

Labor Market Demand

According to the U.S. Bureau of labor Statistics,

> "Excellent employment opportunities for construction managers are expected through 2014 because the number of job openings will exceed the number of qualified individuals seeking to enter the occupation. This situation is expected to continue even as college construction management programs expand to meet the current high demand for graduates. The construction industry often does not attract sufficient numbers of qualified job seekers because it is often seen as having poor working conditions.
>
> In addition to job openings arising from employment growth, many additional openings should result annually from the need to replace workers who transfer to other occupations or who retire or leave the labor force for other reasons. More construction managers will be needed as the level of construction activity continues to grow. In addition, opportunities will increase for construction managers to start their own firms. However, employment of construction managers can be sensitive to the short-term nature of many projects and to cyclical fluctuations in construction activity.
>
> The increasing complexity of construction projects is boosting the demand for management-level personnel within the construction industry. Sophisticated technology and the proliferation of laws setting standards for buildings and construction materials, worker safety, energy efficiency, and environmental protection have further complicated the construction process. Advances in building materials and construction methods; the need to replace portions of the Nation's infrastructure; and the growing number of multipurpose buildings and energy-efficient structures will further add to the demand for more construction managers. More opportunities for construction managers also will result from the need for greater cost control and financial management of projects and to oversee the numerous subcontractors being employed.
>
> Prospects for individuals seeking construction manager jobs in construction management, architectural and engineering services, and construction contracting firms should be best for persons who have a bachelor's or higher degree in construction science, construction management, or civil engineering—but also practical experience working in construction.

> Employers will increasingly prefer applicants with college degrees, previous construction work experience, including internships, and a strong background in building technology."

In addition to the above, the Utah Department of Workforce Services rates Construction Managers among the best of its five-star jobs based upon employment demand and highest wages. Their "Job Connection" website currently (11/26/07) shows a posting of 87 unfilled construction management related jobs in the state.

Student Demand

The current strength of the BS Technology Management Program at UVSC is a good indication of student demand for management skills in addition to technical skills. This program has grown an average of ten percent per year for the past five years. Most two-year building construction students surveyed indicated that they have a high degree of interest in construction management. While the new degree in Construction Management may attract some students from the existing Building Construction and Technology Management programs, the intent is to attract students to the new program who have more extensive mathematical, computer, and problem solving skills.

A survey of our current BS Technology Management students with a construction specialty indicated that if they were starting over, twenty percent of them would choose this new CM AAS Degree with the intent of continuing on to a BS Degree in Construction Management. This equates to about 10 FTE students.

Similar Programs

Both BYU and Weber State University have existing Construction Management BS Degrees. Weber State also has an AAS in Construction Management. However, this proposed degree will be the first in the state with a primary focus on heavy civil construction needs. The donation from the Clyde Companies, Inc. is a good indication of the pressing demand for more construction managers in addition to those being educated at the other institutions.

Collaboration with and Impact on Other USHE Institutions

Discussions with both BYU and Weber State faculty have been held regarding this new degree at UVSC. Both of these programs were eager to provide input about their programs and construction management ideas. This cooperation by these schools is a good indication that they both recognize the need for more construction managers than they are currently producing.

Benefits

UVSC and USHE are benefited when the students they educate improve their lives and become dedicated alumni. In addition, the prompt response in implementing this degree sends a strong message to the community that UVSC and USHE are responsive to the needs of businesses in the region. This prompt response will strengthen the image of the institution and allow UVSC to fulfill its mission of collaboration

and engagement. In addition, graduates from this program will be in a position to support the successful implementation of future rail, highway, and other civil construction projects currently planned in the State of Utah and the surrounding states.

Consistency with Institutional Mission

UVSC has its roots in technology and the trades. The institution's current mission continues to include these roots and one of its primary goals is to provide successful programs in these career and technical education areas. This degree also adds to the opportunities for a career where the student can take a degree to a job after two years and then return if desired with appropriate experience and continue into the BSTM or the proposed BS in Construction Management that is being developed for later implementation. This degree and the program plan serve well the mission of economic development and community engagement and response.

SECTION IV

Program and Student Assessment

The primary goals of the program are to provide an avenue for individuals interested in construction management to pursue a college education. At the completion of the AAS degree students will have the opportunity to find employment as a construction job-site supervisor or to continue their education into a BS degree in Construction Management. The BS Degree in Construction Management is being developed for approval and implementation in Fall 2009. UVSC intends to track students in the program to assess their academic and career advancement. UVSC will measure the following:

The number of students who…

dropped before completing the AAS Degree and reasons why.
completed the AAS Degree and found or did not find employment.
continued on to work on a BS Degree in Construction Management.
dropped before completing a BS Degree and reasons why.
completed a BS degree and found or did not find employment.

Expected Standards of Performance

Standard Competencies

Students will have a solid understanding of construction science in heavy civil and commercial construction areas including the following:

Construction Documents
Surveying
Construction Tools and Equipment
Construction Codes and Standards

Construction Graphics and Models
Construction Materials and Methods
Construction Systems
Construction Quality and Safety

Students will demonstrate a basic understanding of construction management principles and practices in the following areas:

Construction Estimating and Bidding
Construction Scheduling
Construction Cost Control
Construction Operations Management

Students will have a foundational understanding of the following basic business practices:

Economics
Accounting
Business Computer Proficiency

Students will have a strong foundation in mathematics and science

Algebra
Trigonometry
Physics

Students will demonstrate verbal and written communication skills

These high-level competencies were developed by existing Construction Management faculty after reviewing ACCE accreditation requirements and existing construction management academic programs.

Construction Science and Construction Management skills will be assessed through a major project in the Construction Estimating class during the final term of the degree and by participation in regional competitions. Business, math, and science competencies will be assessed by successful completion of the courses or through a competency exam. Verbal and written communication skills will be assessed as part of student reports and presentations at the end of the term project mentioned above. Finally, overall program knowledge and supervisory skills will be assessed as part of the Cooperative Work Experience/Internship class requirement at the end of the program.

SECTION V: Finance

Budget

Financial Analysis Form for All R401 Documents					
	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE Enrollment	10.00	21.83	24.17	24.17	24.17
Cost Per FTE	$5,532	$4,871	$4,560	$4,726	$4,898
Student/Faculty Ratio	13.33	14.56	16.11	16.11	16.11
Projected Headcount	20	45	50	50	50
Projected Tuition					
Gross Tuition	TBD	TBD	TBD	TBD	TBD
Tuition to Program	See note	See note	See note	See note	See note
5 Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
Expense					
Salaries & Wages	$ 31,630	$ 65,790	$ 68,422	$ 71,159	$ 74,005
Benefits	$ 14,688	$ 30,551	$ 31,773	$ 33,044	$ 34,365
Total Personnel	$ 46,318	$ 96,341	$ 100,195	$ 104,202	$ 108,371
Current Expense	$ 8,000	$ 8,000	$ 8,000	$ 8,000	$ 8,000
Travel	$1,000	$1,000	$1,000	$1,000	$1,000
Capital	$ 0	$ 0	$ 0	$ 0	$ 0
Library Expense	$ 0	$ 0	$ 0	$ 0	$ 0
Total Expense	$ 55,318	$ 106,341	$ 110,195	$ 114,202	$ 118,371
Revenue					
Legislative Appropriation					
Grants & Contracts					
Donations					
Reallocation	$ 55,318	$ 106,341	$ 110,195	$114,202	$118,371
Tuition to Program					
Fees					
Total Revenue	$ 55,318	$ 106,341	$ 110,195	$114,202	$118,371
Difference					
Revenue-Expense	$	$	$	$	$
Comments					

Financial Analysis Form for All R401 Documents					
	Year 1	Year 2	Year 3	Year 4	Year 5
Note: UVSC does not allocate tuition revenues directly to any programs. The projected gross tuition would only be available for allocation is UVSC enrollments in total increased. Then, increased tuition revenue would be allocated through UVSC's Planning, Budgeting, and Accountability process. The School of Technology & Computing continually assesses student demand in its Career and Technical Education programs. An outcome of this assessment was the elimination of a faculty position in a low-enrolled T&C program. This faculty position has been reallocated to support the Construction Technology programs, particularly this new A.A.S. degree. T&C is also reallocating current expense and hourly funds to support this new degree.					

Funding Sources

The proposed program will be funded through reallocation of low-enrolled programs within the School of Technology and Computing. When the time comes to need additional faculty and staff, hourly funds, and operating expenses, a formal request will be submitted through UVSC's Planning, Budgeting and Accountability process.

In addition, the donation from the Clyde Companies will support the new program with a new computer laboratory and associated software, with a hands-on construction laboratory, and with student recruiting efforts.

Reallocation

The program will be funded through reallocation of low-enrolled programs within the School of Technology and Computing. The faculty position for the first year will be funded from the elimination of a faculty position in a low-enrolled program

Impact on Existing Budgets

There will be a need for additional sections, or better-enrolled sections, in Accounting, Art, and Engineering Graphics and Design. These additions could increase their adjunct faculty expenses if an additional section must be added rather than enhancing enrollment in existing sections, but their budgets can currently absorb this cost.

Appendix A: Program Curriculum

New Courses to be Added in the Next Five Years:

Course Number	Title	Credit Hours
CMGT 1010	Introduction to Construction Management	3
EGDT 1020	3D Architectural Modeling	3
CMGT 1020	Construction Materials & Methods I	4
CMGT 2010	Construction Materials & Methods II	4
CMGT 2020	Principles of Construction Estimating	4
CMGT 2030	Principles of Construction Scheduling	3
CMGT 2040	Construction Job Site Management	3

All Program Courses:

Course Number	Title	Credit Hours
General Education	-	-
ENGL 1010	Introduction to Writing	3
EGDT 1600 or MATH 1050	Technical Math--Algebra College Algebra	3
ART 1720	Architectural Rendering	3
BCCM 1150	Building Construction Safety	1
PHSC 1000	Survey of Physical Science	3
COMM 2110	Interpersonal Communication	3
-	Sub-Total	16
Core Courses	-	-
CMGT 1010	Introduction to Construction Management	3
CMGT 1020	Construction Materials & Methods I	4
CMGT 2010	Construction Materials & Methods II	4
CMGT 2020	Principles of Construction Estimating	4
CMGT 2030	Principles of Construction Scheduling	3
CMGT 2040	Construction Job Site Management	3

ACC 3000	Financial Managerial and Cost Accounting Concepts	4
BCCM 281R	Cooperative Work Experience	2
BCCM 285R	Cooperative Correlated Class	1
BIT 1010 or BIT 1020	Building Codes Residential Codes	3
BIT 1170	Field Lab – Building Codes	1
DGM 2010	Business Computer Proficiency	3
ECON 1010	Economics as a Social Science	3
EGDT 1610 or MATH 1060	Technical Math – Geometry/Trig. Trigonometry	3
EGDT 1020	3D Architectural Modeling	3
EGDT 1400	Surveying	4
-	Sub-Total	48
-	Total Number of Credits	64

Course Descriptions

CMGT 1010 Introduction to Construction Management
Presents an overview of the practice of construction management including heavy civil, commercial, and residential construction. Examines the 5 M's of Construction Management-Money, Machines, Materials, Manpower and Marketing. Introduces construction documents including 2D and 3D building information models (BIM). Utilizes guest lecturers, and field trips in addition to traditional classroom activities.

CMGT 1020 Construction Materials and Methods I
Provides a basic knowledge of the materials and methods used in heavy civil, commercial, and residential construction projects. Includes lectures, site visits and laboratory work.

CMGT 2010 Construction Materials and Methods II
A continuation of CM 1020. Provides a basic knowledge of the materials and methods used in heavy civil, commercial, and residential construction projects. Includes lectures, site visits and laboratory work.

CMGT 2020 Principles of Construction Estimating
Covers the preparation of detailed cost estimates based on contract models and documents. Includes the use of software for performing reliable quantity take-offs. Covers labor, material, and equipment pricing. Includes lectures and laboratory work.

CMGT 2030 Principles of Construction Scheduling
Provides students with the fundamental skills required to plan and schedule construction projects. Familiarizes students with computer scheduling software packages. Covers the efficient assignment of available resources to complete projects on time and within budget.

CMGT 2040 Construction Job Site Management
Covers the role and duties of job site managers of heavy civil, commercial, and residential construction projects. Includes documentation, time and cost control, jobsite layout and control, labor relations, conflict resolution, project safety, and project closeout. Focuses on project quality and cost control.

EGDT 1020 3D Architectural Modeling
For Engineering Graphics and Design Technology and Construction Management majors. Utilizes a building information modeling system (BIM) to design 3D architectural models. Covers model design theory, parametric modeling methods, generation of residential and commercial construction plans and details, building components and systems, and manipulation of model information.

Descriptions of all other existing, approved courses may be found in the UVSC Catalog.

Appendix B: Program Schedule

Program Schedule:

Course Number	Course Name	Credit Hours	Prerequisite	Prerequisite	
FIRST SEMESTER REQUIRED COURSES (15 Credit Hours)					
CMGT 1010	Introduction to Construction Management	3			
EGDT 1020	3D Architectural Modeling	3	MATH 0800 or equivalent		
ECON 1010	Economics as a Social Science	3			
EGDT 1600 or MATH 1050	Technical Math (Algebra) or College Algebra	3	EGDT 1600: Mat 0800 with C- grade or better or equivalent or appropriate test scores	Math 1050: See catalog for specific requirements	
PHSC 1000	Survey of Physical Science	3			
SECOND SEMESTER REQUIRED COURSES (18Credit Hours)					
CMGT 1020	Construction Materials & Methods I	4	EGDT 1020 and CMGT 1010		
EGDT 1400	Surveying	4			
EGDT 1610 or MATH 1060	Math - Geom/Trig or Trigonometry	3	EGDT 1610: EGDT 1600 or equivalent course with a grade of C- or higher	Math 1060: See catalog for specific requirements	
BCCM 1150	Building Construction Safety	1			
ART 1720	Architectural Rendering	3			
ENGL 1010	Intro to Writing	3	Compass Writing/DRP scores of 80+/77+,or ACT English/ACT Reading scores of 19+/19+, or completion of ENGH 0990 and CLSS 1170 each with a grade of "C-" or higher, or appropriate placement scores, or challenge by essay assessment for a $20 fee		
THIRD SEMESTER REQUIRED COURSES (17 Credit Hours)					
CMGT 2010	Construction Materials & Methods II	4	CMGT 1020		
ACC 3000	Financial Managerial & Cost Accounting	4	ENGL 2010 or ENGL 2020 & MAT 1010 or higher		
DGM 2010	Basic Computer Proficiency	3	DGM 1010 with a grade of B- or higher or Basic Computer Application Exam with a score of 80% or higher		
BIT 1010 or BIT 1020	Building Construction Codes or Residential Construction Codes	3			
COMM 2110	Interpersonal Communication	3			
FOURTH SEMESTER REQUIRED COURSES (14 Credit Hours)					
CMGT 2020	Principles of Construction Estimating	4	CMGT 2010 and DGM 2010		
CMGT 2030	Principles of Construction Scheduling	3	CMGT 2010 and DGM 2010		
CMGT 2040	Construction Job Site Management	3	CMGT 2010		
BIT 1170	Field Lab Building Codes	1			
BCCM 281R	Cooperative Work Experience	2			
BCCM 285R	Cooperative Correlated Class	1			
64 TOTAL CREDIT HOURS					

Appendix C: Faculty

Fred Davis: Fred is an Associate Professor involved in teaching building construction and building inspection. He is the faculty advisor for the student chapter of Associated General Contractors and UVSC faculty representative in the Associated Schools of Construction. Fred received his BS degree in Geography from the University of Utah in 1979, an Med in Instructional Technology from USU in 2007, and has worked as a building inspector in Park City and Salt Lake City.

Bob Dunn: Bob has thirty-two years experience as a licensed general contractor. He serves as program coordinator and instructor for the Building Construction / Construction Management degree. In addition, Bob is the Technical Committee Chairperson for the Utah State VICA Carpentry Competition. Bob has been an excellent teacher and mentor to students in this program since 1972.

DeWayne Erdman: DeWayne teaches courses in building construction and serves as advisor for the UVSC Student Chapter of the National Association of Home Builders. He earned a BS Degree in Industrial Arts Education from BYU in 1984.

Barry Hallsted: Barry is a Visiting Professor at UVSC responsible for the development of this AAS degree and the BS degree in Construction Management. He has been involved in construction projects as a developer and general contractor. Barry completed an MBA from Aspen University, Denver, Colorado, in 2005 and is currently completing a Ph.D. in Business Administration from Northcentral University in Prescott, Arizona.

Eric Linfield: Eric is currently program coordinator for the Facilities Management Program at UVSC and instructor in the Building Construction Program. He holds a General Contractors License and has been involved in curriculum development at UVSC for the past three years. Eric completed his BS Degree in Technology Management from UVSC in 1996.

New Line: Faculty to be hired with credentials, licensure, and experience in appropriate building construction management. Successful applicant will serve in the new course areas and focus on heavy, civil and commercial projects.

April 8, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Consent Calendar: Academic, Career and Technical Education and Student Success (Programs) Committee

The following requests, all from the Utah College of Applied Technology (UCAT), for fast-track approval have been submitted for consideration by the Regents on the Consent Calendar of the Programs Committee.

A. Davis Applied Technology College (DATC)

i. Certificate of Completion: American Sign Language-Interpreting

Request: The Utah College of Applied Technology (UCAT) requests approval to offer a Certificate of Completion in American Sign Language-Interpreting, effective immediately, at the Davis Applied Technology College campus.

Need: The need for a quality American Sign Language-Interpreting program is evident by the state agencies that hire interpreters as well as by the more than 2,000 consumers[1] who utilize interpreters in Utah. Utah State University has had a running advertisement for full-time positions since November 2005. The Utah School for the Deaf and the Blind (USDB) has advertised for Educational Interpreters or "Communication Interveners" sixteen times since July 20, 2006.[2] According to the U.S. Department of Labor, "Employment of interpreters and translators is projected to increase faster than the average for all occupations over the 2004-14 period, reflecting strong growth in the industries employing interpreters and translators."[3] Additionally, "A private employer in Utah has approached the Department of Workforce Services with a desire for 300 additional Intermediate Level Interpreters per year, offering salaries from $35,000 - $55,000 a year."[4] Salt Lake Community College has been the only training program in Utah for many years. Utah Valley State College began a new program in the fall of 2006. There are no programs in Utah north of Salt Lake City.

[1] Demographic data provided under "Utah Resources" at www.uad.org.
[2] Due to space limitations, a copy of each job announcement is available upon request.
[3] http://www.bls.gov/oco/ocos175.htm
[4] http://jobs.utah.gov/careers/industry/interpreter.pdf

Institutional Impact: Resources for this certificate are in place and administrative structure will not be impacted. The program has the capacity to enroll 20 students per class period with new students beginning weekly and others exiting at different times. Existing funds have been used to prepare facilities, hire faculty, and provide equipment. The certificate will not impact current operation in any way. Currently, the DATC is the only participating college in this certificate. They have two full-time faculty members in place that are prepared through education and experience to meet the instructional requirements of this program.

Finances: Resources, including faculty, facilities, and some equipment, are in place. Money has been allocated through capital equipment and current expense budgets to fund additional equipment and supplies for program start-up. The budget for this program is included in the institutional plan and was budgeted accordingly.

B. Dixie Applied Technology College (DXATC)

i. Certificate of Completion: Medical Assisting

Request: The Utah College of Applied Technology (UCAT) requests approval to offer a Certificate of Completion in Medical Assisting, effective immediately, at the Dixie Applied Technology College.

DXATC has been offering a Medical Assistant Certificate of Proficiency for the past three years. Recent review of the local program in conjunction with DXATC's accreditation has concluded that the program should be offered as a 1049-hour Certificate of Completion, requiring Fast Track approval from the Commissioner of Higher Education. The program is patterned after existing certificate of proficiency programs offered by other UCAT campuses, and is coordinated with a local advisory committee.

The program was approved by the DXATC Campus Board of Directors on March 1, 2007, the Dixie Educational Master Planning Executive Council on March 5, 2007, UCAT's Instructional Planning and Curriculum Committee (IPCC) on January 15, 2008, and the UCAT Board of Trustees on January 9, 2008.

Need: The Washington County region's need for a certificate of completion in Medical Assisting is consistent with the statewide demand for technicians in terms of industry, labor market and student demand. The Department of Workforce Services (DWS) gives medical assistants a 3-star rating with salary ranging from $19,500 to $21,810 and a projected growth of 65 percent in the St George area over the next 10 years. Approval to offer the certificate at DXATC will allow current and future medical assisting students to receive the level of training and credential identified as needed by region employers and to qualify for financial aid, thereby providing opportunities consistent with those available in other regions of the state.

Institutional Impact: Certificates of proficiency in Medical Assisting have been available to DXATC students for the past three years and the previous director of this program participated in the UCAT system efforts to align campus programs prior to that time. DXATC is now prepared to offer the program at the certificate of completion level. The courses and competencies are as outlined in the attachment and were primarily designed to meet the needs of IHC, the primary health care provider in this part of the state. The program is taught in an open-entry/open-exit method.

The Medical Assisting Certificate of Proficiency has been presented, supported and approved by the Employer Advisory Committee, Campus Board of Directors and the Regional Master Planning Council, which includes Dixie State College and Washington County School District.

Finances: Financial support for the currently offered Medical Assisting program is already in place at DXATC and will be handled within current faculty teaching loads and all expenses will be accommodated within existing campus budgets.

ii. Certificate of Proficiency: Pharmacy Technician

Request: Dixie Applied Technology College requests Fast Track approval of its Pharmacy Technician Certificate of Proficiency program for financial aid, effective immediately.

Certificates of proficiency are approved by local campus boards of directors; however, to be eligible for financial aid, programs of 600 hours or more require approval of the UCAT Board of Trustees and the Board of Regents. This program has been approved by the local DXATC board and has been functioning for the past three and one half years. DXATC was granted eligibility for federal financial aid in 2007, and is now seeking program-specific eligibility for its Pharmacy Technician Certificate of Proficiency.

The Campus Board of Directors (March 1, 2007), the Dixie Educational Master Planning Executive Council (March 5, 2007), UCAT's Instructional Planning and Curriculum Committee (January 15, 2008), and the UCAT Board of Trustees (January 9, 2008) have all approved the offering of this certificate. The program was also reviewed and approved in DXATC's recent COE accreditation. The Pharmacy Technician Certificate of Proficiency has been presented, supported and approved by the Employer Advisory Committee, Campus Board of Directors and the Regional Master Planning Council, which includes Dixie State College and Washington County School District.

Need: The Washington County region's need for a certificate of proficiency in Pharmacy Technician is consistent with the statewide need for technicians in terms of industry, labor market and student demand. The Department of Workforce Services (DWS) gives pharmacy technicians a four-star rating with salary ranging from $19,500 to $21,810 and a projected growth of 54 percent over the decade. "This occupation will grow much faster than average." Approval to offer financial aid eligibility for the certificate at DXATC will allow current and future Pharmacy Technician students to qualify for financial aid and provide opportunities for students consistent with those available in other regions of the state.

Institutional Impact: The certificate of proficiency in Pharmacy Technician has been available to DXATC students for the past three and one-half years. DXATC has been preparing programs to participate in financial aid. The course and competencies are as outlined in the attachment and were primarily designed to meet the needs of IHC and local area pharmacies. The program is taught in a more traditional mode of delivery and while not semesters, there are two entry points each year.

Finances: Financial support for the currently offered Pharmacy Technician program is already in place at DXATC and will be handled within current faculty teaching loads, and all expenses will be accommodated within existing campus budgets.

C. Mountainland Applied Technology Campus (MATC)

i. Certificate of Completion: Practical Nursing

Request: The Utah College of Applied Technology requests approval to offer a Certificate of Completion in Practical Nursing at the Mountainland Applied Technology College campus.

This program was granted provisional approval by the Utah Board of Nursing in October 2007, and a Memorandum of Understanding dated October 2006 is in place establishing a partnership between MATC and Utah Valley State College (UVSC) "to increase the number of Licensed Practical and Registered Nurses in the Mountainland Region and to articulate roles and responsibilities related to this partnership." The MATC practical nursing program will seek national accreditation through NLNAC.

Under the provisions of R401-4.1, the MATC Campus Board of Directors approved the 900-hour program as a regional campus-level certificate of proficiency in the spring of 2007, and the program began in January 2008. As the program was subsequently brought forward for approval of financial aid eligibility, it was determined that the program should be upgraded for future offerings to a Certificate of Completion.

The Practical Nursing program at MATC is two semesters with 900 clock hours and will prepare students to function at the first level of professional nursing in a variety of healthcare settings. Students will be prepared to pass the NCLEX-PN exam and work as licensed practical nurses. Ten students per year will be admitted into the UVSC Registered Nursing Program, while other students will be qualified to apply to UVSC and other advanced entry registered nursing programs.

Example of Program of Study		
	1st Semester	2nd Semester
1st year Prerequisites (UVSC)	Biology 1010 Math 1050 English 1010 Chemistry 1110 14 credits	Anatomy (ZOOL 2320) Physiology (ZOOL 2420) Human Growth & Devel. (PSY 1100) Nutrition 1020 14 credits
2nd year PN program (MATC)	Nursing 1010 Nursing 1011 Nursing 1012 420 hours	Nursing 1013 Nursing 1014 Nursing 1015 480 hours

Need: The Mountainland Region Department of Workforce Services created a task force to examine the nursing shortage in the area and to recommend potential solutions. One recommendation was to request that MATC expand their role in the training of nurses. The MATC practical nursing program will address the nursing shortage in two ways: First, by providing practical nurses to fill hundreds of positions in the region and second, by providing an entry pathway to registered nursing. Health Affairs, January/February 2007, reports that the nationwide nursing shortage is expected to reach 340,000 by the year 2020. Licensed practical nurses are employed in hospitals, clinics, long-term care centers, assisted living facilities, home health agencies, educational institutions, and public health departments.

Institutional Impact: Resources for this certificate are in place and administrative structure will not be impacted. The program will admit 20 students per session (fall and spring) for a total of 40 per year. The classroom, nursing lab, supplies, and equipment have been prepared at the MATC Orem campus and are

adequate to provide education in practical nursing. It is anticipated that the practical nursing program will be relocated to the future Thanksgiving Point MATC facility. A full-time nursing director has been hired along with three part-time nursing faculty members. Administrative assistance, student services, and instructional resources are available for students and faculty. Certified Nurse Assisting, which is currently offered at MATC, is a prerequisite for admission into the practical nursing program.

Finances: The Practical Nursing program at the MATC is funded by ongoing appropriations allocated through the FY2006 Nursing Initiative and FY2007 Jobs Now funding, and through student tuition and fees.

ii. Certificate of Proficiency: Pharmacy Technician

Request: Mountainland Applied Technology College requests approval of its Pharmacy Technician Certificate of Proficiency program for financial aid, effective immediately.

This program was approved by the local MATC board in 2007 to respond to immediate industry needs, and has been functioning for the past year. The MATC is now seeking approval to provide financial aid eligibility for its Pharmacy Technician Certificate of Proficiency.

Pharmacy Technician is a year-long program that includes 180 hours of externship. The program prepares students to take both the national and state standard exams to become a Utah licensed pharmacy technician. The program also fulfills requirements for students to receive a MATC certificate of proficiency. The skill sets acquired in this course allow for employment in Utah or other states as a pharmacy technician anywhere from entry-level to intermediate positions.

Course Titles	Classroom/ Lecture	Shop/ Lab	Work-Based Activities	Total Hours
Pharmacology	80	0	10	90
Pharmacy Practice	50	20	30	100
Pharmacy Calculations	100	10	20	130
Pharmaceutical Terminology & Abbreviations	40	10	10	60
Pharmacy Computers	20	50	20	90
Drug Names and Classifications	40	10	20	70
Over The Counter Medications	30	10	10	50
Pharmacy Laws and Regulations	30	0	20	50
Customer Service	10	10	20	40
State and National Certification	10	10	20	40
TOTALS	410	130	180	720

Need: The Pharmacy Technician Certificate of Proficiency fits within the mission established by the Board of Regents for technical colleges, as a short-term program preparing students for entry into an identified occupation. Given the strong level of interest among employers and students for a Pharmacy Technician program, the Pharmacy Technician Certificate of Proficiency is a high institutional priority.

Pharmacy Technicians have been selected as one of Utah's Four-Star occupations. Looking forward, business growth—as opposed to the need for replacements—will make up the majority of new job openings. With a projected 54.4 percent increase over the decade, this occupation will grow much faster than average.

Employment Projections 2004-2014 (Statistical Data provided by the Department of Workforce Services)					
Area Name	Current Employment	Projected Employment	Annual % Change	Total Annual Openings	Star Rating
Utah	2,170	3,350	5.5	150	4
Utah Metro	1,784	2,769	5.5	122	4
Utah Non-Metro	366	566	5.5	25	4

As this program was developed, the MATC worked with a combination of local school district officials, CTE Directors, business and community partnerships, and surveyed adult interest requests for student demand.

Institutional Impact: The MATC already has sufficient faculty for the program and will not need new faculty.

While some colleges throughout the USHE system offer related training outside the Mountainland Region, only MATC offers this type of instruction within the Mountainland Region.

Finances: The following is a summarized view of the finances.

Budget	2007-08
Salary & Wages	40,000
Benefits	24,744
Current Expense	5,500
Totals	70,244

Commissioner's Recommendation

The Commissioner recommends approval of the items on the Programs Committee's Consent Calendar.

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David L. Buhler, Interim Commissioner

DLB:aw

April 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah Graduation Guarantee – Report

Issue

The University of Utah is in the process of establishing a student-initiated Graduation Guarantee for first-time freshmen and transfer students. The Graduation Guarantee is being adopted on a college-by-college basis and will be operational once the DARS system is updated.

Graduation Guarantee

Retention and completion are among higher education's biggest concerns as a more broadly educated and trained workforce is needed to support the economic and social welfare of the country. USHE institutions are looking for ways to increase both.

The Graduation Guarantee is a University of Utah (U of U) student initiative that began in May 2007. Following meetings among the students and Career Services, the University College, and the Registrar's Office, a proposal was written, presented and discussed by the University Academic Advising Council (UAAC), the Council of Academic Deans (CAD), the department chairs, and the Student Commission. The document has undergone extensive revision and has received unanimous support from the Undergraduate Council, the student (ASUU) Senate and Assembly of elected officials, and the University administration. President Young, Senior Vice President Pershing, and Associate Vice President Brinkman have endorsed the program.

The Graduation Guarantee is designed to assist students to graduate. Students develop a plan and time frame for completing their education. Those who choose to participate in this program will meet each semester with an academic advisor to ensure they are on schedule with their individualized graduation plans and will seek advice from Career Services regarding their future goals. First-time freshmen and transfer students will need to complete their coursework within 5.5 years or 3.5 years, respectively. The contract is a living document that can be adjusted when necessary.

The University's commitment to the Graduation Guarantee is specified in a quote from the Senior Vice President, Dr. David Pershing: "If a student is prevented from graduating on time due to the unavailability of a course promised by the contracting department and an acceptable alternative

cannot be found, the student will not be charged tuition and fees when taking the course at a later date. The central administration will forego the tuition revenue that the student would otherwise have paid. The department will forego the funding that it would otherwise have received for that student through the SCH-based budget model. An appropriate record-keeping process will be developed to support this arrangement." Ten colleges offering undergraduate programs have agreed to adopt the Graduation Guarantee.

The Graduation Guarantee is expected to improve graduation rates, student and department communication, long-term scheduling capabilities, and assure better student preparation for career and graduate school.

Attached is a summary of the Graduation Guarantee followed by a more detailed description of the contract.

Commissioner's Recommendation

The Commissioner recommends that the Regents review the University of Utah's Graduation Guarantee. No action is required.

_____
David L. Buhler, Interim Commissioner

DLB/PCS
Attachment

Graduation Guarantee-Executive Summary

The Graduation Guarantee is designed to help students create a long-term plan for their education, as well as a time frame for the completion of that plan. Students who choose to participate in this program will meet each semester with an academic advisor to ensure they are on schedule with their individualized graduation plans, as well as seek advice from Career Services regarding their future goals. We believe this "living contract" between the University of Utah and participating students will lead to higher graduation rates, better department planning, and more efficient communication throughout the University.

Student's Agreement

- Meet with academic advisor during second semester to map out a plan for each semester until graduation, not to exceed 5.5 years. Declare major, enroll in catalog year, sign contract;
- Meet with academic advisor each semester, review/update contract;
- Strongly recommended to meet with a career advisor before third semester at the University. Choose a career-based or major-based track and be enrolled in a computer-based time line system as a reminder of career goals.
- Enroll in and complete determined courses, meeting GPA standards;
- Strongly recommended to enroll in Educational Psychology 2600 or a comparable major-specific course.

Transfer/Transition Student

- Assuming 60 credit transfer, meet with academic advisor and make graduation plan, not to exceed 3.5 years;
- In the event of changing majors, the contract is reevaluated and revised or voided, with the possibility of signing a new contract.

School's Agreement

- Guarantees the availability of the necessary classes in the semester that complies with the predetermined plan. In the event this is not possible, the college may:
    - Revise the contract, if possible;
    - Provide a substitute course or independent study assignment;
    - Waive the course requirement
    - Waive the tuition and fees for the specific course that is preventing timely graduation, the cost of which will be shared by the central administration and the responsible college.

Additionally, the college is responsible for guaranteeing only the courses that are offered by that college, and not courses required for graduation that are administered by another college.

Benefits of the Contract

- Improved student graduation rates;
- Improved student-department communication and understanding;
- Improved long-term scheduling capability (course enrollment forecasting);

- Increased interdepartmental communication;
- Better student preparation for career/graduate school.

Graduation Guarantee

The Graduation Guarantee is designed to help students create a long-term plan for their education, as well as a time frame for the completion of that plan. Students who choose to participate in this program will meet each semester with an academic advisor to ensure they are on schedule with their individualized graduation plans, as well as seek advice from Career Services regarding their future goals. We believe this "living contract" between the University of Utah and participating students will lead to higher graduation rates, better department planning, and more efficient communication throughout the University.

Freshman Student's Agreement

First Semester

Incoming freshmen who are interested in participating in the graduation guarantee must meet with their academic advisor after orientation to develop a semester schedule and to register for classes. Students will also discuss career interests and begin to develop a educational timeline and possible paths for earning a degree. During the second semester, students will complete a similar process, meeting with an academic advisor and planning a schedule prior to registration. To aid in this process, completing an aptitude/interest test, provided online by Career Services, is strongly recommended prior to or during the first semester at the university.

Signing the Contract

During the second semester students will meet with their academic advisor to discuss academic interests and their long-term educational plan. With the assistance of their advisor, students will map out a plan for each semester until expected graduation. At this point, students will declare their majors and be enrolled in a catalog year. Students who choose to participate in the graduation guarantee will then sign a contract agreeing to meet with their academic advisor once a semester, as scheduled by the advisor, to discuss their academic progress with their individual plan and their future class schedules. As part of the regularly scheduled meeting each semester students are to register as early as possible to ensure the availability of the needed classes. There may be some variation in this timeline depending on department-specific requirements.

Contract Length

For most majors, the specified time period of the contract is four years. However, in order to be more accommodating, students and academic advisors may determine the length of the contract upon their discretion. In cases where the require course load for a major exceeds 100 hours, it is recommended to extend the contract to 4.5 to 5 years. The graduation guarantee does not extend to plans of more than 5.5 years of school (11 semesters).

Contract Requirements

Signing the contract signifies that students agree to enroll in and successfully complete the courses that have been determined for each semester of the educational plan. It is important for students to remember that certain courses must be taken in the specified semester as they are often a

prerequisite for other courses or in some circumstances not taught every semester. Students accept the responsibility to monitor their own academic progress, including meeting the necessary application deadlines for their major and for graduation. Students also agree to fulfill all financial obligations and apply for all necessary financial assistance in a timely manner.

Changing the Contract

The agreement will be a "living contract," and may be adjusted to fit the student's needs, provided that both the student and the academic advisor agree on the changes. Depending on the severity of the change, it may result in an extension or require a new contract to be formed.

In the event of a student deciding to switch majors, the contract must be reevaluated. Depending on the degree of difference between major requirements, the contract will either be revised or voided, and in either case, a new contract signed. The new contract will be developed with the new department's academic advisor, and will have no relation to the previous contract. Students will be required to meet again with a career advisor if a different career path is desired.

Storing the Contract

The contract will be stored using a campus-wide computer-based system. In addition, copies of the contract will be kept by the student, the advisor, and sent to University College, which will keep a record of all students in the program. This will allow departments to better estimate the number of students planning to take a specific course during a semester, "forecasting" the need for classes. It will be particularly useful for interdisciplinary majors, and for departments which require courses offered by another department. It will foster interdepartmental communication. Additionally, it is believed that this type of system will greatly reduce delay in graduation processing and facilitate proper dissemination of students' academic information.

Voiding the Contract

Students who fail to meet all the necessary requirements of the program will not be eligible to receive the specified benefits of the plan. The following actions on behalf of the student will cause the contract to be void, without prior approval from the academic advisor:

1. Failure to meet with the counselor each semester to review academic progress;
2. Failure to follow the plan as outlined with the department advisor;
3. Failing or withdrawing from classes that cause students to deviate from the scheduled plan. In the circumstance that a student fails or withdraws from a class they can meet with a counselor to discuss the possibility of rescheduling the necessary class in addition to the already determined plan. If an appropriate solution is available the student has the option of remaining on the plan. However, there are no guarantees that it is possible to restructure the plan;
4. Retaking a class in order to earn a higher grade;
5. Being placed on academic probation;
6. Failure to meet requirements designated by the department.

Career Advising

It is also strongly recommended that students meet with a career advisor before their third semester at the University. This may be done prior to or after signing the contract. Meeting with a career counselor will allow students to plan more efficiently for their future. Students may either

choose a career-based or a major-based track. After choosing a track, the career advisor will enroll students in a computer-based time line system. This will contain the data already used by Career Services in giving students career-based advice each year. This system will be automated, but will serve as a reminder of career goals. It is strongly recommended that students enroll in Educational Psychology 2610, a major/career exploration course, or in a comparable major-specific course. This will help undecided students choose a major or career, and will help declared students in learning about their major and the corresponding career options.

As students develop goals for their futures, they should discuss the optimal way to pursue that path with both academic and career advisors. For example, if a student knows that they would like to attend graduate school, they should discuss with their advisor(s) appropriate times to take the necessary exams, ways to obtain extracurricular experience on campus, potential work experience, etc., with their advisors. The purpose of the career advice is to expose students to career paths early on and to better prepare students for their careers or post-graduate education. While it is recommended it is not mandatory for students to follow all given career advice.

Transfer/Transition Student Agreement

Transfer students may also participate in this program. Transfer students are allowed to participate in this program regardless of number of credit hours earned at prior institutions. However, for purposes of explanation, we will assume that a transfer student is entering the University upon completion of at least 60 credit hours. Upon arrival at the University of Utah, transfer students must see an academic advisor. At this point, the advisor will evaluate the student's progress toward their desired degree and will help the student plan accordingly. Students and advisors will map out the rest of the student's time at the University, which is not to exceed 3.5 years. The same semester advisor meetings are required, as is meeting with a career advisor during the first semester after transfer.

School's Agreement

Students who choose to participate in the graduation guarantee program will be guaranteed the opportunity to graduate within the specified time period. The college guarantees the availability of the necessary classes in the semester that complies with the predetermined plan. If the college is unable to provide a necessary class during the specified time period the college offering the major will provide one of the following four solutions:

1. Revise the contract to allow graduation within the allotted time frame, if possible;
2. Provide a substitute course or and independent study assignment that will fulfill the necessary requirement;
3. Waive the course requirement in order to allow graduation on time;
4. Waive the tuition and fees for the specific course that is preventing timely graduation, the cost of which will be shared by the central administration and the responsible college.

Tuition will be waived only in rare cases when the course cancellation occurs without enough notice to revise the contract, or where the course cancellation directly changes graduation. In the event that an important prerequisite course is cancelled and causes an unavoidable delay in the student's academic plan, the tuition for that specific course will be waived.

While the college does guarantee the availability of the course during the specified semester, it does not guarantee the course for a specific time of day.

Additionally, the college is responsible for guaranteeing only the courses that are offered by that college, and not courses required for graduation that are administered by another college.

Leave of Absence

There are many circumstances that can temporarily take students away from their education and will not disqualify students from participation in the graduation guarantee program. Situations in which students may be granted a leave of absence from the plan and still remain eligible upon reenrollment are:

1. Religious Service
2. Military Service
3. A school approved study abroad
4. A school approved internship.
5. Medical Reasons

Oftentimes in the circumstance of a study abroad or internships students can earn course credit for their participation. Students interested in participating in these educational programs can discuss options for including them in their educational plan with their academic advisor. As different internships provide varying course credit opportunities, students have the option of delaying their graduation guarantee plan for one semester in order to participate.

Students who take a leave of absence from their graduation guarantee plan must notify the academic advisor and the University Registrar of their scheduled leave and expected return. Situations that take students away from their educations for extended periods of time may necessitate the restructuring of the plan upon the students return.

Students choosing to serve an LDS mission often leave during or after their first year of university education. As the graduation contract is signed in preparation for the second year, it is preferred that students postpone making a detailed semester plan until their return. Students who wish to remain in the program should complete the mandatory meetings with their academic advisors in the semesters prior to departure. They also must notify their academic advisor prior to their departure and upon their arrival. Once the student is ready to resume their education, they must meet with their academic advisor prior to enrollment in classes to define their long-term educational plan and sign the contract.

Evaluation

The Graduation Guarantee program will be instated following the installment of the new generation of DARS at the University of Utah. Implementation will be on a college-by-college basis. Three years after the program begins, its success will be evaluated.

April 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Annual Regional Undergraduate Student Philosophical Conference – Report

Issue

Undergraduates studying Philosophy presented their papers at Salt Lake Community College, April 4, 2008, during the first annual regional philosophical conference: "Practical Reason and Moral Philosophy: In the Tradition of John Dewey."

Conference

Salt Lake Community College (SLCC) hosted the first annual regional undergraduate student philosophical conference on Friday, April 4, 2008. The brainchild of Dr. Alexander Izrailevsky, Professor of Philosophy, SLCC, the conference is to recognize students who engage in critical exploration of different ways to understand, challenge, and reinterpret moral philosophy. SLCC has hosted 16 philosophy conferences twice yearly during the Fall and Spring semesters. This was the first regional conference. Approximately 250 students attend these conferences.

Philosophy faculty from the University of Utah (U of U), Utah State University (USU), Weber State University (WSU), Utah Valley State College (UVSC), Salt Lake Community College (SLCC) and Brigham Young University (BYU) meet regularly to discuss issues and plan undergraduate experiences. During this first regional conference twenty students from the U of U, WSU, UVSC, SLCC, BYU and Idaho State University presented papers with such topics as: Toward a New Theory of Political Authority, The Philosophy of Freedom, Bigotry Unleashed: Dewey's Prescription for Societal Change, Preventing Music Education from Becoming History, The Influence of Educational Pragmatism on Society, and Yours Aren't Better than Mine: Grammatical versus Referential Intuition. Each student's presentation made explicit John Dewey's arguments and applied, translated, enlarged or criticized them based on his or her individual research topic.

Judge Andrew Valdez, Third District Juvenile Court, gave the keynote address which related Dewey's moral philosophical legacy to educational excellence as a way of resolving social problems. He challenged his listeners to reframe their thinking about a justice system that uses a punishing legal methodology and move to an educational and compassionate methodology for helping young people, particularly minorities, to change their lives.

Students who engage in such conferences are more likely to be retained and to persist to graduation. For this to happen, faculty must make the opportunities possible. The dedication and commitment of Dr. Izrailevsky and his philosophy colleagues to the undergraduate experience strengthen their institutional programs and prepare their students for careers and graduate education.

Commissioner's Recommendation

The Commissioner recommends that the Regents review the report on the First Annual Student Philosophical Conference. No action is required.

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David L. Buhler, Interim Commissioner

DLB/PCS

April 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Regents' Policy R312 (Configuration of the Utah System of Higher Education and Institutional Missions and Roles)—Information Item

Issue

Regents' Policy R312, which was first adopted by the Board in May 2003, requires the Regents to "review institutional roles and missions every five years in light of the educational needs and resources in the State of Utah." Because the Carnegie Foundation adopted new classifications for higher education institutions in 2006, and because it has been five years since R312's adoption, it is appropriate for the policy to be reviewed for potential revision.

Background

Regents' Policy R312, *Configuration of the Utah System of Higher Education and Institutional Missions and Roles*, which consolidated former policies R311, *Institutional Roles and Missions*, and R313, *Institutional Categories and Accompanying Criteria,* was adopted by the Board in May 2003 after several months of deliberation. Following the development of the draft policy in January 2003, Regent Jardine and the Board directed that the draft be distributed to all of the institutions for discussion and input.

The context of the discussion underlying this policy is important. According to the minutes of the January 17, 2003 Board meeting: "Chair Karras asked if the Regents would be approving the institutions' current missions and roles or their future plans. Chair Jardine said the policy would define where the institutions are now and where the Regents expect them to focus. However, in the future, institutions may move from one classification to another. This would require deliberation. Chair Karras said this was an extremely important issue. He recommended that a large block of time be scheduled to debate this issue. Chair Jardine said in his opinion, this policy creates classifications and also burdens of proof. Specific criteria are outlined which must be met objectively, and a strong burden of proof will be required for moving to the next category. He said those moves would be few and far between."

In drafting R312, the Board consulted the then-current Carnegie classifications of higher education institutions but did not adopt such classifications in their entirety. Rather, the Board used the Carnegie classifications as a platform, and then adopted its own classifications that fit the unique profiles of USHE institutions. Summarizing the process and purpose of the new R312, the minutes of the Board meeting of May 30, 2003 state:

"Chair Jardine said the Carnegie categories of institutions had been used as a reference point. After some discussion, the committee decided to retain Roman numerals (Type I, II, etc.). The committee also discussed where to include Dixie State College in institutional types. It was decided to have subcategories A and B of Type III to differentiate Dixie from UVSC.

At the Regents' meeting on January 18, 2008, a presentation was made by Utah Valley State College to highlight its new mission statement and its plan to pursue the Carnegie Foundation's new elective classification for Community Engagement. At the conclusion of that presentation, Strategic Planning and Communications Committee Chair Jardine requested that the Commissioner's staff review policy R312 and prepare an agenda item for the next Board meeting to discuss whether R312 needed revision or updates, particularly in light of the new Carnegie "Community Engagement" classification.

This recommendation is timely because policy R312-1 states that the "Regents will review institutional roles and missions every five years in light of the educational needs and resources in the State of Utah," and it has been five years since the adoption of R312 in May 2003.

Policy Issues

A. Classification of Institutions Under Policy R312

The current classifications for USHE institutions in policy R312 are loosely based on the Carnegie classifications that existed in 2003, but are not identical to them. Rather than adopting the Carnegie classifications verbatim, the Board decided to use the Carnegie classifications as a reference point in developing unique classifications that would preserve the integrity of USHE and fit the profiles of each USHE institution.

Therefore, while the current R312 classifications track the Carnegie classifications of "Doctoral/Research Universities," "Master's Colleges and Universities," "Baccalaureate Colleges/Associate's Colleges," and "Comprehensive Community Colleges/Associate's Colleges," they also include a Roman numeral descriptor, i.e., "Type I," "Type II," "Type III," Type IV," or "Type V." In addition, the "Baccalaureate Colleges/Associate's Colleges" category contains a division between "A" and "B" institutions to differentiate between Utah Valley State College and Dixie State College.

This policy has been in place for five years (since May 30, 2003) and during that period of time no changes have been made to either the classification criteria or the categorization of the institutions. However, in March 2006 the Carnegie Foundation revised its institutional classifications to add subcategories for two-year colleges, add a third subcategory for doctorate-granting institutions, and eliminate the term "liberal arts" to describe mostly undergraduate colleges. At the same time, UVSC has undergone a transformation from "college" to "university" status and other institutions, such as Dixie State College, began exploring the possibility of significant changes to their institutional missions and roles. Consequently, the relevance of the current R312 and its classifications deserves consideration.

B. New Carnegie Classifications

The Carnegie Foundation for the Advancement of Teaching first developed its system of institutional classification in 1970 to "help researchers group similar institutions."[1] The classifications have

[1] Audrey Williams June, *College Classifications Get An Overhaul*, Chronicle of Higher Education, Mar. 3. 2006, p. A25.

been revised four previous times (1976, 1987, 1994, and 2000), but none were as comprehensive as the changes made in 2006. "The new version classifies 4,321 colleges and universities, up from 3,856 in 2000."[2] In addition, the new classifications reflect significant changes in the college categories themselves. As reported by the Chronicle of Higher Education:

> "For instance, universities that award doctoral degrees are once again grouped according to the amount of research activity that takes place on campus, a measurement that was dropped in the 2000 revision of the classifications. However, the two categories previously used—'Doctoral Extensive' and 'Doctoral Intensive' have been divided into three. The three groups were determined using a complex plotting exercise where each institution's research activity was compared to a common reference point.
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> "'Research Universities (very high research activity)' includes institutions such as Emory, North Carolina State, and the Johns Hopkins Universities, all formerly known as 'Doctoral Extensive.' Institutions such as San Diego State and Wake Forest University, both known as 'Doctoral Intensive,' are now 'Research Universities (high research activity).' The third group of doctoral universities under the new basic classification is called 'Doctoral/Research Universities' and mostly includes institutions that were formerly known as 'Doctoral Intensive' or 'Master's I.'
>
> "Master's colleges and universities have been split into three subcategories—larger, medium, and smaller—that are based on the number of master's degrees awarded. Baccalaureate colleges are divided into 'Arts and Sciences,' 'Diverse Fields,' and 'Associate's Colleges,' and each of those categories contains most of the same institutions as the former 'Liberal Arts,' 'General,' and 'Associate's Colleges.'
>
> "Associate's Colleges gained a new prominence in the system because the foundation decided the classification should begin with the category that enrolls the most students and then continue in descending order. Two-year colleges enroll about 40 percent of the nation's college students. The group of two-year public, private, and for-profit institutions is broken up into 14 subcategories that include 'Associate's-Public,' 'Rural-Serving Small,' and 'Associate's-Suburban-Serving Single Campus.'"[3]

Another significant change was the introduction of a new "elective" Community Engagement classification. As of January 2007, 76 colleges in the United States had been granted the classification in recognition of their inclusion of community engagement as part of their mission. "The community-engagement classification is an elective one that relies on data not typically collected by colleges and universities. Colleges were required to submit documentation of their community-engagement activities to the foundation."[4] According to Alexander McCormick, the director of Carnegie's classification work, the

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[2] Id.
[3] Id.

[4] Audrey Williams June, *Community Engagement Prompts New Carnegie Classification*, Chronicle of Higher Education, Jan. 12, 2007, p. A28.

new classification "represents a significant affirmation of the importance of community engagement in the agenda of higher education."[5]

C. Questions and Issues for Strategic Planning

In light of the new Carnegie classifications and changing circumstances for some USHE institutions, it merits discussion as to whether policy R312 should be revised to reflect the new classifications, provide more clear guidance on institutional missions and roles, and establish long-term system integrity. Specifically, some issues that should be considered in a re-examination of R312 include, but are not limited to, the following:

- Should R312's institutional classifications be revised to more closely reflect the new Carnegie classifications? What are the advantages and disadvantages of relying, or not relying, on the Carnegie classifications?

- What should the roles be, respectively, of the Board of Regents, Board committees, the Commissioner of Higher Education, institutional presidents, and institutional Boards of Trustees be in defining institutional mission and role, and how should this be reflected in R312?

- Should R312 be more explicit in defining the required components of institutional mission statements, as well as defining the procedure for reviewing and revising mission statements?

- Should R312 include a specific procedure to guide the Regents and Trustees in considering and approving changes to institutional mission statements or institutional classification?

- What emphasis, if any, should be placed on the new Carnegie classification for Community Engagement?

- What should the timeline and process be for revising policy R312?

Commissioner's Recommendation

This item is for information only; however, the Commissioner recommends that the Programs and Strategic Planning Committees review and make recommendations for action at a future Board of Regents meeting.

David L. Buhler
Interim Commissioner of Higher Education

DLB/dsd:jc
Attachments

[5] Id.

R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles

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R312-1. Purpose

To recognize the distinct and unique missions and roles of the institutions in the Utah System of Higher Education. To configure a system of colleges and universities to meet the educational needs of the citizens of the State of Utah, and to maintain system integrity by defining institutional categories.

The Regents will review institutional roles and missions every five years in light of the educational needs and resources in the State of Utah.

R312-2. References

2.1. Utah Code §53B-6-101, ~~(~~Master Plan for Higher Education~~)~~

2.2. Policy and Procedures R301, Master Plan Executive Summary

2.3. Policy and Procedures R310, System-wide Vision and Mission Statement

2.4. Policy and Procedures R315, Service Area Designation and Coordination
Off-Campus Courses and Programs

2.5. Policy and Procedures R485, Faculty Workload Guidelines

R312-3. Definitions

3.1. "Institutional Categories" – categories of institutions have been adapted from the Carnegie Classification of Institutions of Higher Education: http://www.carnegiefoundation.org.

3.2. "Mission Statements" – the general purposes and functions of various institutions.

3.3. "Roles" – the types and levels of educational programs and services assigned to and offered by the institutions.

3.4. "Teaching Load" – the institutional average teaching workload for full-time faculty at the various institutions.

R312-4. Doctorate-granting Universities: ~~Type I.~~
(University of Utah, Utah State University)

4.1 Definition – ~~Type I institutions offer a wide range of baccalaureate programs and are committed to graduate education through the doctorate. Doctorate granting institutions in this category generally award 50 or more doctoral degrees per year across at least 15 disciplines.~~

Basic Classification: Doctorate-granting institutions awarded at least 20 doctorates per year (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc).

Enrollment Profile: UU and USU: High undergraduate: Fall enrollment data show both undergraduate and graduate/professional students, with the latter group accounting for 10-24% of FTE enrollment.

Size and Setting: UU and USU: Large four-year, primarily nonresidential. Fall enrollment data show FTE enrollment of at least 10,000 degree-seeking students. Fewer than 25% of degree-seeking undergraduates live on campus.

4.1.1. Mission - The institution's mission is to discover, create, and transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels; through research and development; and through service

and extension programs associated with a major teaching and research university. Emphasis is placed on teaching, research, and service. The institution contributes to the quality of life and economic development at the local, state, and national levels.

4.1.2. Land Grant Institution - Through its extension services, a land grant institution may offer associate degrees and fulfill a community college role in areas of need pursuant to Policy R-315.

4.2. Programs

4.2.1. Instructional Programs - ~~Type I institutions offer baccalaureate programs, advanced professional training, graduate education of national significance and prominence at the master's and doctoral levels. Research, both independent of and complementary to the important teaching and service roles, is strongly emphasized~~.

Undergraduate Instruction Program

UU: Balanced arts & science/professions, high graduate coexistence: Bachelor's degree majors were relatively balanced between arts and sciences and professional fields (41-59% in each), and graduate degrees were observed in at least half of the fields corresponding to undergraduate majors.

USU: Professional plus arts & sciences, high graduate coexistence. 60-79% of bachelor's degree majors were in professional fields, and graduate degrees were observed in at least half of the fields corresponding to undergraduate majors.

Graduate Instruction Program

UU: Comprehensive doctoral with medical/veterinary. These institutions award doctoral degrees in humanities, social sciences, and STEM fields and they also award degrees in medicine, dentistry, and/or veterinary medicine. They also offer professional education in other health profession or in fields such as business, education, engineering, law, public policy, and social work.

USU: Doctoral, STEM dominant. These institutions award doctoral degrees in a range of fields, with plurality in the STEM fields. They may also offer professional education at the doctoral level or in fields such as law and medicine.

4.2.2. Accreditation - Regional, specialized, and state accreditation is a goal for all programs for which this accreditation is available and appropriate for the institution's mission and role. Such accreditation should enhance the excellence of the program and education of the student.

4.2.3. Research Programs - High priority is given to nationally recognized research and professional programs which make scholarly and creative contributions to the various disciplines and which support master's and doctoral programs of excellence. High priority is also given to research ~~that~~ which results in the development, transfer, and potential commercialization of new technology, processes, and products and contributes to the economic development of the state and nation. Doctorate-granting institutions are assigned to one of three categories based on a measure of research activity. It is important to note that the groups differentiate solely with respect to *level* of research activity, not quality or importance.

UU: very high research activity

USU: high research activity

4.2.4. Graduate Organization - Graduate study is a distinct organizational element within the institution.

4.3. Faculty

4.3.1. Criteria for Selection, Retention, and Advancement - Faculty are selected, retained, and promoted on the basis of:

4.3.1.1. evidence of effective teaching;

4.3.1.2. research, scholarship, and creative achievements; and

4.3.1.3. service and extension activities.

4.3.2. Educational Preparation - Regular full-time tenure track faculty will have earned the appropriate terminal degree for their field and specialty.

4.3.3. Teaching Loads and Research Activities - Average teaching loads are expected to be lower than that of faculty in ~~Type II and Type III institutions~~ , Master's colleges and Universities reflecting necessary faculty involvement with research, scholarship, and creative achievements. Institutional teaching loads will average at least 18 credit hour equivalents each academic year.

4.4. Student Admission - Students are admitted on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based primarily on past performance, such as grade point average and standardized test scores. Satisfactory completion of prerequisite courses and work experience may also be factors.

Undergraduate Profile:

UU: Medium full-time, four-year, selective, higher transfer in. Fall enrollment data show 60-79% of undergraduates enrolled full-time at this institution. Score data for first-year students indicate that this institution is selective in admissions. At least 20% of entering undergraduates are transfer students.

USU: Full-time four-year, selective, higher transfer in. Fall enrollment data show at least 80% of undergraduates enrolled full-time at this institution. Score data for first-year students indicate that this institution is selective in admissions. At least 20% of the entering undergraduates are transfer students.

4.4.1. Land Grant Institution – When a land-grant institution is acting as a community college through its extension efforts, students are granted open admission to associate degree programs with appropriate academic preparatory support.

4.5. Support Services - The institutions provide library services, support services, equipment, and other resources to support undergraduate and graduate programs, and student and faculty research.

4.6. University of Utah Institutional Mission and Role Statement ~~(being revised).~~

University of Utah Mission Statement (2006): The mission of The University of Utah is to serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement. As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced. Students at the University learn from and collaborate with faculty who are at the forefront of their disciplines. The University faculty and staff are committed to helping students excel. We zealously preserve academic freedom, promote diversity and equal opportunity, and respect individual beliefs. We advance rigorous interdisciplinary inquiry, international involvement, and social responsibility.

4.7. Utah State University Institutional Mission and Role Statement

Utah State University Mission Statement (2003): The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement.

R312-5. Master's Colleges and Universities: ~~Type II~~.
(Weber State University, Southern Utah University)

5.1. Definition - ~~Type II institutions typically offer a wide range of associate and baccalaureate programs, and are committed to graduate education through the master's degree. Master's granting institutions generally award 40 or more master's degrees per year across three or more disciplines. No course work or awards above the master's level are offered.~~

Basic Classification: Master's Colleges and Universities generally include institutions that award at least 50 master's degrees and fewer than 20 doctoral degrees per year.

Enrollment Profile: WSU and SUU: Very high undergraduate. Fall enrollment data show both undergraduate and graduate/professional students, with the latter group accounting for less than 10% of FTE enrollment.

Size and Setting:

WSU: Large, four-year, primarily nonresidential. Fall enrollment data show FTE enrollment of at least 10,000 degree-seeking students. Fewer than 25% of degree-seeking undergraduate live on campus.

SUU: Medium, four-year, primarily residential. Fall enrollment data show FTE enrollment of 3,000-9,999 degree-seeking students. 25-49% of degree-seeking undergraduates live on campus.

5.1.1. Mission - The institution's mission is to transmit knowledge and skills primarily through undergraduate programs at the associate and baccalaureate levels, including applied technology education programs and selected graduate programs in high demand areas. Emphasis is placed on teaching, scholarly, and creative achievements that are complementary to the teaching role, and community service. The institution contributes to the quality of life and economic development at the local and state levels. Student success is supported through developmental programs and services associated with a comprehensive community college.

5.2. Programs

5.2.1. Instructional Programs - ~~The institution offers certificates, diplomas, general education, associate degrees and awards in applied technology education, baccalaureate degree programs including those built upon associate degree programs, and selected professional master's programs. The institution also provides specialized training programs for employers. No doctoral programs are offered~~.

Undergraduate Instruction Program

Professionals plus arts and sciences, some graduate coexistence. 60-79% of bachelor's degree majors are in professional fields, and graduate degrees were observed in some of the fields corresponding to undergraduate majors (but less than half).

Graduate Instruction Program

WSU: Post baccalaureate professional (business dominant). According to degree data, this institution awards master's and professional degrees in professional fields, and the plurality of graduate degrees are in business.

SUU: Post baccalaureate professional (education dominant). According to degree data, this institution awards master's or professional degrees in professional fields, and the plurality of graduate degrees are in education.

5.2.2. Accreditation - Regional, state, and specialized accreditation is a goal for programs for which such accreditation is available and appropriate for the institution's mission and role. Such accreditation should enhance the excellence of the program and education of the student.

5.2.3. Scholarly and Creative Efforts - Faculty scholarly and creative efforts that complement and support the teaching role, regional and community service, and economic development are expected.

5.2.4. Comprehensive Community College Function – Within the organization of the institution the comprehensive community college function is identifiable, supported through programs, services, and specific administrative responsibility, and includes transfer education, applied technology education, customized training for employers, developmental education, and strong student services.

5 .3. Faculty

5.3.1. Criteria for Selection, Retention, and Advancement - Faculty are selected, retained, and promoted primarily on the basis of evidence of effective teaching. Additional criteria include scholarly, professional and creative achievements, and service that complements the teaching role.

5.3.2. Educational Preparation - Regular full-time tenure track faculty will have earned or be working toward the appropriate terminal degrees for their field and specialty. Faculty in applied technology or professional fields also will have practical, related work experience.

5.3.3. Teaching Loads - Average teaching loads are higher than those of faculty in ~~Type I institutions~~ Master's colleges and Universities and somewhat lower than those of faculty in ~~Type III institutions~~ Doctorate-granting Universities. This is due to the institution having fewer graduate programs and less emphasis on research and scholarship than ~~Type I institutions~~ Doctorate-granting Universities. Institutional teaching loads will average at least 24 credit hour equivalents each academic year.

5.4. Student Admission - Students are granted admission primarily on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based in part on past performance such as grade point average and standardized test scores. Satisfactory completion of developmental courses, prerequisite courses, and work experience may also be factors.

Undergraduate Profile

SUU: Full-time four-year, selective, higher transfer in. Fall enrollment data show at least 80% of undergraduates enrolled full-time at this institution. Score data for first-year students indicate that this institution is selective in admissions. At least 20% of the entering undergraduates are transfer students.

WSU: Higher part-time four-year. Fall enrollment data show at least 40% of undergraduates enrolled part-time at this institution.

5.5. Support Services - The institution provides library services, support services, equipment, and other resources to support undergraduate programs, a limited number of master's programs, and the intellectual needs of students and faculty.

5.6. Weber State University Institutional Mission and Role Statement ~~(being revised).~~

Weber State University Mission Statement (2007): Weber State University offers associate, baccalaureate and master degree programs in a broad variety of liberal arts, sciences, technical and professional fields. The university provides excellent educational experiences for its students through extensive personal contact among faculty, staff and students in and out of the classroom. To accomplish its mission, the university, in partnership with the broader community, engages in research, artistic expression, public service, economic development, and community based learning experiences in an environment that encourages freedom of expression while valuing diversity.

5.7. Southern Utah University Institutional Mission and Role Statement ~~(being revised).~~

Southern Utah University Mission Statement (2005): Southern Utah University is a comprehensive regional institution offering graduate, baccalaureate, associate, and technical programs. SUU is committed to providing an excellent education through a diverse, dynamic and personalized learning environment. The university educates students to be critical thinkers, effective communicators, lifelong learners and individuals who demonstrate integrity and empathy as they pursue their lives' ambitions.

R312-6. Baccalaureate Colleges~~/Associate's Colleges~~: ~~Type III (A and B)~~
(Utah Valley ~~State College~~ University; Dixie State College of Utah)

6.1. Definition - ~~Type III institutions are undergraduate colleges with a major emphasis on associate and baccalaureate programs. Certificate and training programs designed to meet employers' needs are also emphasized. No graduate level course work or awards above the baccalaureate level are offered~~.

~~**6.A.1. Type IIIA** (Utah Valley State College) institutions generally award 500 or more baccalaureate degrees per yearacross at least 20 disciplines, continuing to offer select certificates and associate degrees in response to the requirements of employers and the community~~.

Basic Classification: Includes Institutions where baccalaureate degrees represent at least 10% of all undergraduate degrees and award fewer than 50 master's degree or 20 doctoral degrees per year.

Enrollment Profile:

UVU: Exclusively undergraduate four-year. Fall enrollment data show only undergraduates enrolled

DSC: Exclusively undergraduate four-year. Fall enrollment data show only undergraduates enrolled

Size and Setting:

UVU: Large four-year, primarily nonresidential. Fall enrollment data show FTE enrollment of at least 10,000 degree-seeking students at this institution. Fewer than 25% of degree-seeking students live on campus.

DSC: Medium four-year, primarily residential. Fall enrollment data show FTE enrollment of 3,000-9,999 degree-seeking students at these bachelor's degree granting institutions. 25-49% of degree-seeking undergraduates live on campus.

6.A.1.1. Mission - The institution's mission is to transmit knowledge and skills through undergraduate programs at the associate and baccalaureate levels, including applied technology education programs. Certificate programs are offered. Emphasis is placed on teaching, scholarly, professional, and creative achievements complementary to the teaching role, and community service. The institution contributes to the quality of life and economic development at the local and state levels. Student success is supported through developmental programs and services associated with a comprehensive community college.

6.A.2. Programs

6.A.2.1. Instructional programs - ~~The institution offers certificates, diplomas, general education, associate degrees and awards in applied technology education, lower division major transfer programs, and baccalaureate degree programs, including those built upon associate degree programs. Specialized training programs designed to meet employers' needs are also provided. In addition, where need has been demonstrated and costs are not prohibitive, additional degree programs beyond the baccalaureate degree are offered on Type IIIA campuses by other USHE institutions through cooperative agreements or university centers.~~

Undergraduate Instruction Program

UVU: Associate's Dominant

DSC: Associate's Dominant. This institution awards both associate's and bachelor's degrees, but the majority of degrees awarded were at the associate's level.

6.A.2.2. Accreditation - Regional, state, and specialized accreditation is a goal for programs for which this accreditation is available and appropriate for the institution's mission and role. Such accreditation should enhance the excellence of the program and education of the student.

6.A.2.3. Comprehensive Community College Function – Within the organization of the institution the comprehensive community college function is identifiable, supported through programs, services and specific administrative responsibility, and includes transfer education, applied technology education, customized training for employers, developmental education and strong student services.

6.A.3. Faculty

6.A.3.1. Criteria for Selection, Retention, and Advancement - Faculty are selected, retained, and promoted primarily on the basis of evidence of effective teaching. Secondary criteria include scholarly, professional and creative achievements, and service that complement the teaching role.

6.A.3.2. Educational Preparation - Regular full-time tenure track faculty will have earned or be working on the appropriate terminal degrees for their field and specialty. Faculty in applied technology or professional fields also will have practical, related work experience.

6.A.3.3. Teaching Loads - Average teaching loads are higher than those of faculty in ~~Type I and Type II institutions and somewhat lower than those of faculty in Type IIIB institutions~~ Doctorate-granting Universities and Master's colleges and Universities. Institutional teaching loads will average at least 27 credit hour equivalents each academic year.

6.A.4. Student Admission - All incoming students are tested for course placement and advising purposes. Satisfactory completion of developmental or prerequisite courses and work experience also may be factors. Lower-division courses are primarily open admission, while students must meet admissions' criteria for upper-division courses and programs.

Undergraduate Profile

UVU: Higher part-time four-year. Fall enrollment data show at least 40% of undergraduates enrolled part-time at this institution.

DSC: Medium full-time four-year, inclusive. Fall enrollment data show 60-79% of undergraduates enrolled full-time at this institution. This institution either does not report test score data or the scores indicate that they extend educational opportunity to a wide range of students with respect to academic preparation and achievement.

6.A.5. Support Services - The institution provides library services, support services, equipment, and other resources to support lower-division programs in applied technology and general education, selected baccalaureate programs, and the intellectual needs of students and faculty.

6.A.6. Utah Valley ~~State College~~ University Institutional Mission and Role Statement ~~(being revised).~~

Utah Valley University Mission Statement (2007): Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. UVU builds on foundation of substantive scholarly and creative work to foster engaged learning. The university prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community.

~~**6.B.1.** Definition - Type IIIB (Dixie State College of Utah) institutions generally award at least 30 baccalaureate degrees per year across at least three disciplines, with an ongoing emphasis on the community college mission.~~

~~**6.B.1.1.** Mission - The institution's mission is to transmit knowledge and skills primarily through education and training programs at the certificate and associate degree level, including applied technology education programs, and selected baccalaureate programs in high demand areas. Emphasis is placed on teaching, training, scholarly, professional, and creative efforts complementary to the teaching and training role, and community service. The institution contributes to the quality of life and economic development of the community and the state. Student success is supported through developmental programs and services associated with a comprehensive community college.~~

~~**6.B.2.** Programs~~

~~**6.B.2.1.** Instructional programs - The institution offers certificates, diplomas, general education, associate degrees including awards in applied technology education, lower division major transfer programs, and high demand baccalaureate degree programs, including those built upon associate degree programs. Transfer programs are intended to prepare graduates to begin upper division work. Specialized training programs designed to meet employers' needs are also provided. In addition, where need has been demonstrated and costs are not prohibitive, additional degree programs beyond the associate degree are offered on state college campuses by other USHE institutions through cooperative agreements or university centers.~~

~~**6.B.2.2.** Accreditation - Regional, state, and specialized accreditation is a goal for programs for which this accreditation is available and appropriate for the institution's mission and role. Such accreditation should enhance the excellence of the program and education of the student.~~

~~**6.B.2.3.** Comprehensive Community College Function - Within the organization of the institution the comprehensive community college function is identifiable, supported through programs, services, and specific administrative responsibility, and includes transfer education, applied technology education, customized training for employers, developmental education, and strong student services.~~

~~**6.B.3.** Faculty~~

~~**6.B.3.1.** Criteria for Selection, Retention, and Advancement - Faculty are selected, retained, and promoted primarily on the basis and evidence of effective teaching and training. Secondary criteria include scholarly, professional, creative achievements, and service that complement the teaching role.~~

~~**6.B.3.2.** Educational Preparation - Regular full-time tenure track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement. Faculty teaching upper-division courses will have earned or be working toward the appropriate terminal degree for their field and specialty.~~

~~**6.B.3.3.** Teaching Loads - Institutional teaching loads will average at least 30 credit hour equivalents each academic year for lower-division instruction, and will average at least 27 credit hour equivalents each academic year for upper- division instruction.~~

~~**6.B.4.** Student Admission - All incoming students are tested for course placement and advising purposes. Satisfactory completion of developmental and/or prerequisite courses and work experience also may be factors. Lower- division courses are primarily open admission, while students must meet admissions' criteria for upper-division courses and programs.~~

~~**6.B.5.** Support Services - The institution provides library services, support services, equipment, and other resources to support lower-division programs in applied technology and general education, selected baccalaureate programs, and the intellectual needs of students and faculty.~~

6.B.6. Dixie State College of Utah Institutional Mission and Role Statement ~~(being revised~~).

> **Dixie State College of Utah Mission Statement (2005):** Dixie State College of Utah (DSC) strives to help students to define, shape and achieve educational and life goals. It is dedicated to providing personalized and excellent teaching in a learning environment where all students can become passionate about their individual educational endeavors. DSC is a publicly supported institution-authorized by the Utah State Board of Regents-with two independent tiers. DSC offers associate degrees and certificate programs that meet the needs of students, the community and the state. The College also offers baccalaureate programs in high demand areas and in core of foundational areas consistent with comprehensive four-year colleges. Dixie State College enhances its campus climate by promoting cultural and demographic diversity, and by inviting students to participate in its open-door, post-secondary educational programs.

R312.7. ~~Comprehensive Community Colleges~~/Associate's Colleges: ~~Type IV~~
(Snow College, College of Eastern Utah, Salt Lake Community College)

7.1. Definition ~~-Type IV institutions offer associate degrees and certificate programs. No upper-division course work or awards above the associate degree level are offered~~.

Basic Classification: Associate Colleges include institutions where all degrees are at the associate's level, or where bachelor's degrees account for less than 10% of all undergraduate degrees

Enrollment Profile: Exclusively undergraduate two-year. Fall enrollment data show only undergraduates enrolled at these associate's degree granting institutions.

Size and Setting:

> Snow: Medium two-year. Fall enrollment data show FTE enrollment of 2,000-4,999 students at this associate's degree granting institutions.
>
> CEU: Small two-year. Fall enrollment data show FTE enrollment of 500-1,999 students at this associate's degree granting institution.
>
> SLCC: Very large two-year. Fall enrolment data show FTE enrollment of at least 10,000 students at these associate's degree granting institutions.

7.1.1. Mission - The institution's mission is that of a comprehensive community college, transmitting knowledge and skills through transfer education at the Associate of Arts and Associate of Science Degree level; applied technology education; customized training for employers; developmental education; and strong student services to support these functions. Transfer programs are intended to prepare graduates to begin upper-division work. Emphasis is placed on teaching, training, scholarly, professional, and creative achievement, and community service. The institution contributes to the quality of life and economic development of the community and the state. Student success is supported through developmental programs and services associated with a comprehensive community college.

7.2. Programs

7.2.1. Instructional Programs - ~~The institutions offer general education, certificates, diplomas, and Associate of Arts, Associate of Science, and Associate of Applied Science Degrees. Transfer programs are intended to prepare graduates to begin upper-division work. Specialized training programs designed to meet employers' needs are also provided. Where need has been demonstrated and costs are not prohibitive, selected degree programs beyond the associate degree are offered on community college campuses by other USHE institutions through cooperative agreements or university centers.~~

Undergraduate Instruction Program: Associate. According to degree data, these institutions award associate's degrees but no bachelor's degrees.

7.2.2. Accreditation - Regional, state, and specialized accreditation is a goal for programs for which this accreditation is available and appropriate for the institution's mission and role. Such accreditation should enhance the excellence of the program and education of the student.

7.3. Faculty

7.3.1. Criteria for Selection, Retention, and Advancement - Faculty are selected, retained, and promoted primarily on the basis of evidence of effective teaching and training. Secondary criteria complementary to the teaching role include scholarly, professional, creative achievements and service.

7.3.2. Educational Preparation - Regular full-time tenure track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement.

7.3.3. Teaching Loads - Average teaching loads are somewhat higher than those of faculty in ~~Type II and Type IIIA institutions~~ Doctorate-granting Universities, Master's Colleges and Universities, and Baccalaureate Colleges, because faculty are not involved in upper-division and graduate level instruction. Institutional teaching loads will average at least 30 credit hour equivalents each academic year, the same as those of faculty teaching lower-division instruction in ~~Type IIIB institutions~~ Baccalaureate Colleges.

7.4. Student Admission - Comprehensive community colleges are open admission institutions. Incoming students may be tested for course placement and the ability to benefit from specific courses for financial aid purposes. Satisfactory completion of other developmental or prerequisite courses and work experience may also be factors.

Undergraduate Profile

SNOW, CEU: Medium, full-time, two year. Fall enrollment data show 10-39% of undergraduates enrolled part-time at these institutions.

SLCC: Higher part-time two-year. Fall enrollment data show at least 60% of undergraduates enrolled part-time at this institution.

7.5. Support Services - The institution provides library services, support services, equipment, and other resources to support lower-division programs in applied technology, general education, and the intellectual needs of students and faculty.

7.6. Snow College Institutional Mission and Role Statement.

Snow College Mission and Roles Statement (2004): The mission of Snow College is to educate students, inspire them to love learning, and lead them to serve others. Snow College achieves this mission through a constant pursuit of excellence in teaching; through a nurturing, positive learning environment; and through people who demonstrate a love for learning and service to humanity. Building upon a tradition and heritage of academic distinction and personalized attention, Snow College fills the following roles:

7.7. College of Eastern Utah Institutional Mission and Role Statement ~~(being revised).~~

College of Eastern Utah Mission Statement (YEAR): College of Eastern Utah is committed to the highest standards of instruction and learning in its academic and applied technology programs. The College prepares students for certification, degree or transfer programs and recognizes that education continues beyond graduation. We strive to help instill the curiosity and skills necessary for a student to continue learning throughout life. College of Eastern Utah provides a complete campus experience for both traditional and non-traditional students. We seek to be involved in and responsive to our community. The College affirms a special role in representing the human diversity of our region, state, country and world. Our classrooms include the beauty of our setting among mountains, high deserts, and deep canyons.

7.8. Salt Lake Community College Institutional Mission and Role Statement (being revised).

> **Salt Lake Community College Mission Statement (2006):** Salt Lake Community College is a public, open-access, comprehensive community college committed to serving the broader community. Its mission is to provide quality higher education and lifelong learning to people of diverse cultures, abilities, and ages, and to serve the needs of community and government agencies, business, industry and other employers.

R312-8. Technical Colleges: ~~Type V~~
(Utah College of Applied Technology)

8.1. Definition -~~Type V institutions~~ Technical Colleges award certificates and Associate of Applied Technology Degrees. General education courses are provided, in partnership, through other USHE institutions. No upper-division course work or awards above the associate degree level are offered.

8.1.1. Mission - The institution's mission is to transmit knowledge and skills to both high school and adult students, and to meet the needs of employers primarily through education and training programs, whether long term, short term, or custom designed for specific employer needs. These programs provide students with opportunities to enter, re-enter, upgrade, or advance in the workplace. To meet this mission the institution also assists students to enhance the necessary basic skills to succeed in technical training programs and provides life-long learning opportunities designed to meet the individual needs of Utah's citizens. Programs are offered in an open-entry, open-exit competency-based environment using a flexible approach to meet individual student and employer needs. The institution contributes to the quality of life and economic development at the local and state levels.

8.2. Programs

8.2.1. Instructional Programs - The institution offers competency-based certificates and Associate of Applied Technology Degrees that result in appropriate licensing, certification, or skill training to qualify students for specific employment. The general education components of the Associate of Applied Technology Degrees are offered by the other USHE institutions. The institution also provides rapid response to training needs of Utah employers through several programs including specifically designed custom fit training. Competency-based high school diplomas will be offered. In performing these responsibilities, the applied technology college cooperates with local school districts and other higher education institutions.

8.2.2. Accreditation – National, regional, state, and specialized accreditation is a goal for programs for which this accreditation is available and appropriate for the institution's mission and role. Such accreditation should enhance the excellence of the program and education of the student.

8.3. Faculty

8.3.1. Criteria for Selection, Retention, and Advancement - Faculty are selected, retained, and promoted primarily on the basis of evidence of appropriate levels of technical knowledge and skills, related industry experience, and effective teaching and training. Secondary criteria complementary to the teaching role include service and creative achievements.

8.3.2. Educational Preparation - Regular full-time faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level.

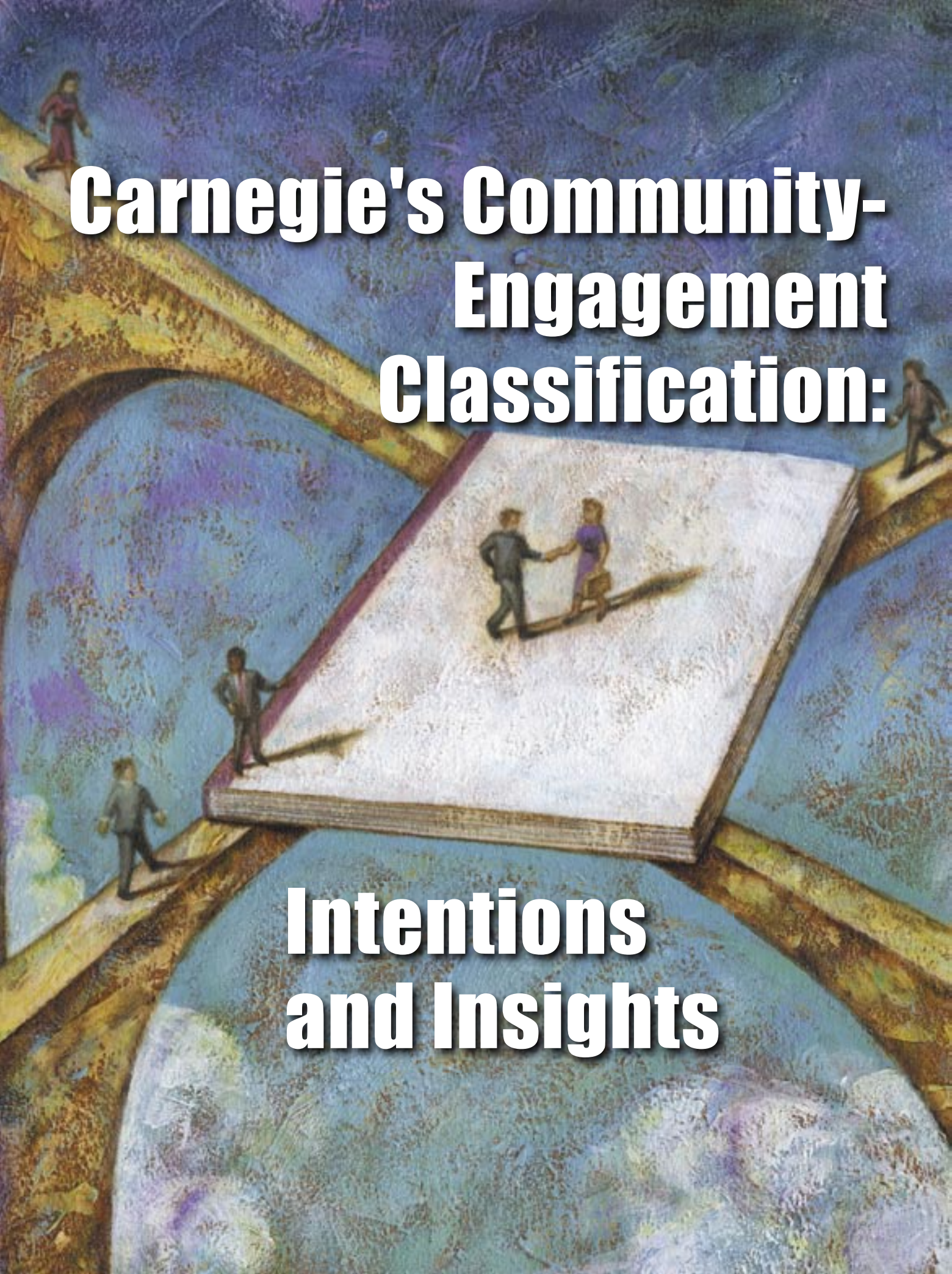
8.3.3. Teaching Loads - Teaching loads of technical faculty and ongoing daily student contact are at a somewhat higher level than at a ~~Type IV institution~~ Associate's College. Institutional teaching loads will average at least 30 clock hours per week.

8.4. Student Admission - All applied technology colleges are open admission institutions. Incoming students may be tested for placement and the ability to benefit from specific courses for financial aid purposes.

8.5. Support Services - The institution provides support services, equipment, and other resources to support applied technology education programs.

8.6. Utah College of Applied Technology Mission and Role Statement (to be inserted).

(Approved on May 30, 2003.Amended April 4, 2008)



Carnegie's Community-Engagement Classification:

Intentions and Insights

BY AMY DRISCOLL

Despite our commitment to community engagement, we had not previously compiled information about the many types and examples of community engagement that occur here. The self-study tells us that we have much to celebrate. It also provides us with a tool for analyzing where we can further increase our efforts.

—A small private college in the Midwest

The Carnegie process is now informing university-wide strategic planning and is being turned into a set of recommendations. It has revitalized attention to the core urban mission of the institution and created widespread energy to deepen community engagement.

—A large urban university on the East coast

Over the last few years, the Carnegie Foundation for the Advancement of Teaching has engaged in a comprehensive re-examination of its traditional classification system. The redesign stemmed from a concern about the inadequacy of the classification for representing institutional similarities and differences and its insensitivity to the evolution of higher education. In December 2006, the foundation announced the inaugural selection of 76 U. S. colleges and universities to be newly classified as "institutions of community engagement," the first of a set of elective classifications intended to broaden the categorization of colleges and universities. Of those 76 institutions, most reported the kind of impact described in the opening quotations. The enthusiastic response to the new classification signaled the eagerness of institutions to have their community engagement acknowledged with a national and publicly recognized classification.

The Documentation Framework

Before the first formal classification began in 2006, extensive efforts were devoted to developing a framework that institutions could use to document engagement with their communities. That framework was designed to:

1) Respect the diversity of institutions and their approaches to community engagement;

2) Engage institutions in a process of inquiry, reflection, and self-assessment; and

3) Honor institutions' achievements while promoting the ongoing development of their programs.

The development of the framework for this new classification occurred in three phases. The first consisted of consultation with national leaders and a review of the current literature on community engagement. The second phase was a review of current practices in documenting such engagement, such as those by Campus Compact, the Council of Independent Colleges (CIC), the National Association of State Universities and Land-Grant Colleges (NASULGC), and individual institutions. The third phase of development was an ambitious and informative pilot study with 14 institutions that had been identified as significantly engaged with their communities. Representatives from those institutions reviewed and critiqued an initial framework, tested it on their campuses, and made significant contributions to the final design.

In order to respect the diversity of institutions and their approaches, the term "community engagement" was defined broadly as "the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." The documentation framework was also designed to accommodate institutional variations in philosophy, approaches, and contexts.

Documentation Process

Unlike Carnegie's other classifications, which rely on national data, its new, voluntary classifications such as community engagement are designed to work based on documentation provided by the institutions.

To engage colleges and universities in a substantive process of inquiry, reflection, and self-assessment, the framework has two major sections: *Foundational Indicators* and *Categories of Engagement*. Applicants were asked first to document a set of *Foundational Indicators* in two categories: "Institutional Identity and Culture" and "Institutional Commitment." These included both required and optional documentation. For example, one requirement of "Institutional Identity and Culture" was that "the institution indicates that community engagement is a priority in its mission" and provides relevant quotations from mission statements to demonstrate that priority, while the "Institutional Commitment" category required documentation regarding budget, infrastructure, strategic planning, and faculty-development efforts to support community engagement. Colleges and universities that were unable to meet the requirements of the first stage were encouraged to address these foundational indicators before seeking classification at a future date.

Amy Driscoll is a consulting scholar with the Carnegie Foundation for the Advancement of Teaching, where she coordinates the new elective classification for community engagement. Previously director of community/university partnerships at Portland State University, her publications include Making Outreach Visible: A Guide to Documenting Professional Service and Outreach *(1999), with Ernest Lynton.*

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The second section of the documentation framework, *Categories of Engagement*, calls for data about, and examples and descriptions of, focused engagement activities in the categories of "Curricular Engagement" and "Outreach and Partnerships."

To demonstrate curricular engagement, institutions were asked to describe teaching, learning, and scholarly activities that engage faculty, students, and the community in mutually beneficial and respectful collaboration, address community-identified needs, deepen students' civic and academic learning, enhance the well-being of the community, and enrich the scholarship of the institution.

To demonstrate outreach and partnerships, they were asked to describe two related approaches to community engagement: first, the provision of institutional resources for community use in ways that benefited both the campus and the community and second, collaborations and faculty scholarship that constituted a beneficial exchange, exploration, discovery, and application of knowledge, information, and resources.

The requirements of both sections, when met, describe an institution deeply engaged with its community. The composite profile of these colleges and universities represents the best practices that have been identified nationally. The framework enabled participating institutions to assess the presence or absence of such practices, identify and reflect on both the strengths of and the gaps in their approaches, and strengthen their programs. Thus Carnegie began to achieve its intention to honor achievements while promoting ongoing improvement.

The Applicants

In April 2006, 145 institutions responded to the opportunity to be classified. Of them, 107 were accepted for the inaugural pool. They varied in size, type, programmatic focus, and location, and yet the pool was also limited enough to ensure a thorough and reflective review process. By the September 2006 deadline, 89 institutions had submitted full documentation. Those institutions that did not complete applications reported either that the documentation framework was more extensive than they had anticipated or that their approaches to community engagement needed further development before they could meet the requirements.

Responses from both the institutions that completed the application and those that did not affirmed that the process was substantive and required extensive reflection and self-assessment. In many cases, they reported that new questions and unexpected challenges arose as the framework asked them to describe areas of engagement that they had not previously assessed or even tracked on an institutional level.

A pivotal question for many campuses was how to define engagement for their institution and its community. Indiana University-Purdue University, Indianapolis, replaced "community engagement" with "civic engagement" to better reflect the institutional philosophy. North Carolina State University introduced its documentation with a broader definition of community than the Carnegie one, since campus/community discussions had expanded the concept of community beyond geographic boundaries.

In other cases, new tracking and assessment systems and strategies were developed and put into practice. For example, Northern Kentucky University revised an existing annual survey to include elements of the classification framework, created an online version of the survey to strengthen an already strong response rate, and published the data in a well-disseminated institutional report.

Of the 76 colleges and universities that were finally recognized in the first classification, 44 are public institutions and 32 are private; 36 are classified (in Carnegie's "basic" classification) as doctorate-granting universities, 21 are master's colleges and universities, 13 are baccalaureate colleges, five are community colleges, and one has a specialized arts focus. Within and among those 76 institutions are varied approaches to engagement; diverse partnerships in terms of disciplinary focus, size, length of time, and purposes; and varying interpretations of community, both conceptually and geographically. Among them, five documented only a focus on curricular engagement, and nine focused their documentation on outreach and partnerships, while 62 institutions qualified for classification in both categories.

Insights from Institutions Newly Classified

One of the major strengths of the institutions that were classified as engaged with their communities was a compelling alignment of mission, marketing, leadership, traditions, recognitions, budgetary support, infrastructure, faculty development, and strategic plans—the foundational indicators of community engagement. For example, Portland State University's motto, "Let knowledge serve the city," was translated into budgetary priorities, an office of community/university partnerships, a consistent message from institutional leadership, and promotion and tenure guidelines that reward Boyer's "scholarship of application." Rhodes College's mission of "translating academic study and personal concern into effective leadership and action in their communities and the world" was enacted with a new student-orientation program ("Memphis Connection"), a common theme in its news releases, a set of strategic imperatives, and student awards and honors for leadership.

This kind of alignment is critical if a significant change in mission is to be sustained and should be the goal of institutions that are in the early phases of community engagement. Such alignment can also serve as the object of self-assessments as more-advanced institutions mark their progress and identify areas for improvement in their commitment to community engagement.

Strong documentation of curricular engagement began with carefully crafted definitions and processes for identifying and tracking activities such as service learning or community-based learning. Those definitions and processes were indicators of the kind of ongoing and substantive discussion that innovations demand if they are going to be successful and endure. Examples of faculty scholarship were further evidence of the institutionalization of community engagement and of its being embedded in faculty roles and rewards, rather than being an "add-on" to faculty responsibilities.

For example, the University of St. Thomas in Minneapolis-St. Paul began its documentation with an extended definition of service learning and described how the scholarship of engagement was integrated into undergraduate as well as doc-

toral research. The university listed more than 60 examples of faculty scholarship related to curricular engagement, including refereed journal publications, book chapters, conference presentations, grants, and videos.

Community engagement in the area of outreach and partnerships took multiple forms—cooperative education and extension coursework, learning centers, institutional resource-sharing (libraries, technology, and cultural offerings), student volunteerism, and professional-development centers. Institutions with strong and long-term partnerships presented compelling evidence that their operation entailed collaborative and multi-faceted relationships among faculty, staff, students, and community partners.

Partnerships are complex and require new understanding and skills. The University of Alaska's innovative approach to partnerships illustrates those challenges. The university approaches partnerships with a model of "generating knowledge and practice" in the community through a process of collaborative "identification of problems and issues, gathering background data, grappling with meaning, establishing action or methodology to proceed, reflecting and analyzing the outcomes, and disseminating the results." Faculty-community scholarship with collaborative authorship and a focus on community issues and practices then emerges out of this work.

Challenges

The areas in which institutions struggled to provide documentation offer as much insight as do their areas of strength. Those struggles occurred in two areas: assessing the community's need for and perceptions of the institution's engagement and developing substantive roles for the community in creating the institution's plans for that engagement. One successful institution, Chandler-Gilbert Community College, gathered data about community perceptions with a comprehensive approach that included a survey of community representatives, presidential meetings with community leaders, feedback from a community advisory council, a program-review process that probed community satisfaction, and databases that consistently recorded community/college activities and assessment information. The college reported that information from all these sources was used for planning and decision-making.

But most institutions could only describe in vague generalities how they had achieved genuine reciprocity with their communities. Again, community involvement requires new understanding, new skills, and even a different way of conceptualizing community. There are generally significant barriers left over from both internal and external perceptions of the campus as an "ivory tower," and those barriers must be addressed for authentic community partnerships to develop.

Another challenge for institutions was the assessment of community engagement in general and of the specific categories of engagement in particular. Strategies ranged from the simple recording and tracking of engagement activities to the assessment of student learning, community benefits, and other outcomes. But only six institutions could be specific about institution-wide student-learning outcomes resulting from community engagement. One such institution, California State University, Monterey Bay, has a well-crafted set of learning outcomes related to community engagement that all students meet as part of their general-education requirements, as well as related civic-learning outcomes in each of the major programs of study.

A small minority of institutions maintain systems of institutional assessment, but most institutions rely on data from individual faculty projects, from course assessments, and occasionally from departmental reviews to evaluate their community-engagement approaches. Assessment in general has made less-than-satisfactory progress at most institutions, so it is not surprising that this indicator would be particularly challenging. But it is essential to conduct effective assessment to show that the extensive resources and time commitments required by community engagement are directed effectively, as well as to improve those engagement efforts.

A final challenge is the lack of significant support for faculty who are engaged in this work. Although all institutions reported some faculty-development support in the form of workshops, seminars, conference travel, and mini-grants, few documented that community engagement was a priority in their faculty recruitment and hiring practices. There were, however, exceptions: Rutgers University-Newark, for example, emphasizes professional work in its urban context—teaching and research focused on urban issues—in recruitment materials.

Even fewer institutions described changes in the recognition and reward system for promotion and tenure. Exceptions included Kent State University, with Boyer's scholarship of application recognized explicitly in its promotion and tenure guidelines, and Virginia Polytechnic Institute and State University's community-related scholarship examples, which include "outreach publications, presentations to community groups, and consulting."

In contrast, most institutions continue to place community engagement and its scholarship in the traditional category of service and require other forms of scholarship for promotion and tenure. Changes in long-standing traditions are not easily achieved, and the data from the newly classified institutions nudge us to accelerate efforts to this end.

All these areas of challenge offer insights to 2008 applicants for the new classification. They spotlight the work yet to be accomplished and call for increased attention to strategies for change.

Conclusion

The new elective classification for institutions that are engaged with their communities is an exciting move in Carnegie's extension and refinement of its classification of colleges and universities. The classification framework for community engagement has achieved its intention: to respect the diversity of institutional contexts and approaches to engagement, to encourage a reflective inquiry and self-assessment process that is practical and provides useful data, and to affirm good work while urging even better. The documentation process motivated institutions—even those with strong and deep commitments to community engagement—to develop and institutionalize their tracking and assessment systems and to engage with their communities in authentic reciprocal relationships. The national recognition accompanying the new classification thus has enhanced both the prominence and promise of community engagement in higher education.

ATTAINING Carnegie's COMMUNITY-ENGAGEMENT CLASSIFICATION

BY JAMES J. ZUICHES AND THE NC STATE COMMUNITY-ENGAGEMENT TASK FORCE

Now that the Carnegie Foundation for the Advancement of Teaching has designated a first round of institutions that meet its criteria for engagement with their communities, those of us at North Carolina State University involved with winning the classification for the institution offer our reflections on the process for other colleges and universities preparing similar applications. We learned a great deal about our own institution as we addressed the concepts and processes underpinning the documentation of engagement. More importantly, we discuss how we defined, interpreted, and responded to measures of institutional identity and engagement activities. We also offer lessons learned about the importance of logistics and discuss the benefits of this effort.

DOCUMENTATION REQUIRED

The Carnegie framework requires responses to two major sets of questions to document an institution's engagement with its community. The first, *Foundational Indicators*, required affirmative answers along with substantiating evidence. If the institution answered in the negative to a majority of questions about institutional culture and commitment, there was no reason to complete the rest of the documentation.

Foundational Indicators contained the "Institutional Identity and Culture" and "Institutional Commitment" sections of the framework. Documenting these areas stimulated intense reflection by the task force created to pursue the classification and subsequently helped reinforce several elements of our university's focus on community engagement.

We could respond that NC State's mission and vision statements did indeed include community engagement as a priority and that we recognized such engagement with campus-wide awards and celebrations. Our supporting evidence included quotes from publications and speeches by the chancellor, as well as information about budget allocations, fund-raising successes, and sponsored projects.

Our organizational structures also promote and support community engagement. In addition to the Office of Extension, Engagement and Economic Development (EE&ED), NC State has three organizations that facilitate such activities both on and off campus: 1) an Academy of Outstanding Faculty Engaged in Extension, which provides recognition for remarkable achievements; 2) a University Standing Committee on Extension and Engagement, consisting of faculty, staff, and students, which provides advice and counsel on all aspects of the EE&ED Office's programs; and 3) an Extension Operations Council, which includes leaders from all 10 colleges and about a dozen other units at NC State. The council aims to optimize communication among, and coordination and implementation of, EE&ED programs across the campus, including those in academic programs, student affairs, and research.

Not every question was so easily answered with a "yes," however. We debated how to respond to the question about whether we have mechanisms in place to assess the community's perceptions of our engagement. We said we did, and given our decentralized management structure, we substantiated our claim by listing seven examples of such assessment within different organizational units. But since we are decentralized, we could not answer "yes" to a later question: Do systematic campus-wide assessment or recording mechanisms exist to evaluate and/or track institutional engagement in community?

James J. Zuiches is North Carolina State University's vice chancellor for Extension, Engagement, and Economic Development. Task force co-authors include Ellis Cowling, James Clark, Patti Clayton, Karen Helm, Brent Henry, Ted Morris, Susan Moore, Susan Navey-Davis, Sharon Schulze, Courtney Thornton, and Alice Warren.

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Finally, we provided extensive detail in response to a crucial question: Do the institutional policies for promotion and tenure reward the scholarship of community engagement? Our policies that form the basis for reappointment, promotion, and tenure decisions at the departmental, college, and university levels do include a requirement for individual faculty and their departmental leaders to develop a "statement of mutual expectations" that identifies which of "six realms of faculty responsibility" each faculty member will emphasize.

Three of the six realms have special relevance to EE&ED activities: "extension and engagement with constituencies outside the university," "technological and managerial innovation," and "service in professional societies and service and engagement within the university itself." The other three realms may also contain community-engagement elements: "teaching and mentoring of undergraduate and graduate students," "discovery of knowledge through discipline-guided inquiry," and "creative artistry and literature." These policies create an environment in which the scholarship associated with extension and engagement can permeate faculty work. (For more information, see http://www.ncsu.edu/policies/employment/faculty/POL05.20.1.php.)

Once the foundational indicators were documented, NC State needed to demonstrate community engagement in two categories, "Curricular Engagement" and "Outreach and Partnerships." [Editor's note: see Amy Driscoll's article in this issue for a discussion of these categories.] Within them, however, the definition of "community" was left somewhat open-ended. What is this community with which we are engaged? Is it only "place-based" or regional, which seemed to be Carnegie's emphasis, or could it be more broadly defined?

We reviewed policy documents from the W. K. Kellogg Foundation, *Returning to our Roots: The Engaged Institution* (1999), and the American Association of State Colleges and Universities' *Tools and Insights for Universities Called to Regional Stewardship* (2006), plus the extensive literature on communities of practice, place, interest, and purpose. Because each of these sources identified the same key attributes of mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity, we decided to expand the definition of the term "community" to include "identifiable groups of individuals that share similar interests, concerns, and educational needs around a subject-matter area." This definition reflected the scope of our activities as a land-grant institution, including engagement with for-profit, non-profit, and government organizations, as well as with public-interest organizations and groups of students, teachers, and citizens.

We debated how to respond to the question about whether we have mechanisms in place to assess the community's perceptions of our engagement.

Collecting and combining this information into coherent and accurate responses to Carnegie's framework also required serious discussion. Did our information reflect what was actually happening and, although our numbers were not going to be audited by a third party, could we stand by them as if they were? After that discussion and a final check of all statistics, task-force members finally reached a consensus before we signed off on each section.

The Documentation Process

The Carnegie Foundation's application process required documentation that was, in Amy Driscoll's words, "extensive and substantive, focused on significant qualities, activities, and institutional provisions that ensure an institutional approach to community engagement." Our administration knew that Carnegie had conducted a nationwide pilot in 2004-05 of the new classification with 14 institutions, including two land-grant universities—Michigan State University and the University of Minnesota. We consulted with colleagues at these and other institutions even before our task force was formed. Then, after further consultation with various campus and stakeholder groups, the NC State Carnegie Community Engagement Task Force was appointed.

The chair of the task force had written numerous reports on the value of extension as a core land-grant university function and had led faculty efforts to revise the criteria for promotion and tenure to reward extension and engagement activities. Another member had led a humanities extension program that had been cited for taking the humanities to rural areas throughout the state. The director of the service-learning program brought to the task her knowledge of many other faculty- and student-engagement programs. The director of institutional research provided access to university databases. The Wake County Cooperative Extension director brought years of experience as a county extension leader in an urban county and access to information about rural counties. One member connected the task force to private sector and industry partners, another to natural-resource partners.

While the Colleges of Humanities and Social Sciences, Education, and Physical and Mathematical Sciences do not typically assign faculty formal extension responsibilities, each had faculty members who were leading such programs. By including those faculty members on the panel, we drew attention to the efforts at community engagement in these colleges. One task-force member was past chair of the Academy of Outstanding Faculty in Extension; another led Science House, which provides experiential learning for math and science high-school teachers across the state; and yet another represented NC State's non-credit and distance-education programs. The postdoctoral researcher on the task force

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focused on engagement between NC State and other higher-education institutions. In total, the members represented five of the university's 10 colleges and four major extension and engagement programs, as well as institutional research.

The task force's charge was twofold: first, to communicate the diversity and breadth of NC State's EE&ED programs to the Carnegie Foundation, and second, to contribute to the strategic-planning processes already under way throughout the university by inventorying its community-engagement activities. To do so in the time allotted, we held nearly a dozen weekly meetings and exchanged countless emails from June to Labor Day in 2006.

Timely completion of an internal review and approval by the task force, review by the chancellor, and electronic submission to meet Carnegie's September deadline required creativity by task force members. Summer vacations, illnesses, professional meetings, classes, and current duties often required call-in participation, as well as email review of texts and numbers. In mid-August, for example, three members of the task force, including the chairman, were on vacation at the Chautauqua Institution in upstate New York. But even there, they edited a draft of the entire report and communicated daily with the staff and task force members in North Carolina. Throughout the process, the postdoctoral researcher prompted the group to verify both statistics and text.

After submitting the documentation electronically to the Carnegie Foundation, we posted the complete report on our EE&ED Web site at http://www.ncsu.edu/extension/about/carnegie.php. We also shared the report with senior administrators, deans, and our three extension and engagement committees. A week after the submission to Carnegie, we held a task-force celebration/debriefing luncheon and recognized each member's contribution to this team effort on behalf of the university and North Carolina.

But the best reward came two months after our submission when NC State Chancellor James Oblinger received a letter from Carnegie informing him, "Your institution is one of our newly classified, community engaged colleges and universities. Your classification affirms the institutionalization of Community Engagement at North Carolina State University, and extends to both Curricular Engagement and Outreach and Partnerships."

Lessons Learned

Although Carnegie recognized many institutions that may have completed the process in many different ways, we offer seven recommendations to those pursuing the new classification:

1. Create a task force with representative, active, experienced members who have a history of working together successfully. Many of our participants had been involved with revising NC State's reappointment, promotion, and tenure guidelines. Several were (and still remain) active on the Extension Operations Council. Other members were able to gain access to hard-to-find data and information. All were committed to a shared vision, yet each could view our claims with a critical eye.

2. Schedule regular task-force meetings in a convenient place with each member present, in person or by phone, to create momentum and reinforce performance. We met in the equivalent of the proverbial "skunk works," an old metal building with limited air conditioning but with free and easy parking. We set and met assigned deadlines based on a spreadsheet keyed to Carnegie's documentation framework. Members divided into subgroups, each responsible for gathering specific data and drafting sections of the report, which were assembled for review at weekly meetings.

3. Reach out to leaders in units on campus where programs are conducted and records are kept—a vital prerequisite on a decentralized campus. Whenever possible, make the request in person. Describe your need or word the survey instrument you use in campus-vernacular terms instead of the language of the Carnegie framework. In no case did we send the entire framework in order to gather specific information.

4. Debate issues of inclusion, exclusion, or interpretation. In our process, any member could ask of the data or its interpretation, is it true? Can we stand behind it? Will non-task-force colleagues agree? For example, we debated whether the practicum

Members of the NC State Carnegie Community-Engagement Task Force

Ellis Cowling, Task Force Chair, University Distinguished Professor At-Large
James Clark, Former Director, Humanities Extension/Publications, Professor Emeritus, Department of English
Patti Clayton, Director, Center for Excellence in Curricular Engagement, Office of the Provost
Karen Helm, Director, University Planning and Analysis
Brent Henry, Wake County Extension Director, NC Cooperative Extension
Ted Morris, Director, Economic Development Partnerships
Susan Moore, Director, Forestry and Environmental Outreach Program, College of Natural Resources
Susan Navey-Davis, Senior Lecturer, Foreign Languages and Literatures, and Past Chair, Academy of Outstanding Faculty Engaged in Extension
Sharon Schulze, Associate Director, Science House, College of Physical and Mathematical Sciences
Courtney Thornton, Post-Doctoral Research Analyst, College of Education
Alice Warren, Director, Assessment, Marketing, Partnership and Program Development, Jane S. McKimmon Center for Extension and Continuing Education

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requirements of teacher education/certification programs should be defined as engagement and concluded that they should not. After we wrote a section, the department or program leader who had provided the original information reviewed it; when the task force reached agreement, we signed off on the section.

5. Check your numbers and assumptions. We grappled with the quality of our statistics. Reporting students' participation in service-learning (SL) courses is a case in point. The questions seem simple: "How many students participated in service learning or community-based learning courses in the most recent academic year? What percentage is that of all students?" But first, one must define "SL or community-based courses" and then determine the number and percentage of students taking such courses. Since we do not have a formal designation of such courses, we asked colleges for a list of the ones that academic deans or department heads felt incorporated service learning and other community-based learning. Then, based on student registrations, we calculated that 5,446 students had participated in such courses in the previous academic year. Had we assumed that no student took more than one course, we would have estimated that a quarter of undergraduates had taken such a course. But assuming instead that students register for more than one service-learning course and that they average three meant that 1,500 different students had participated—five percent of all students. We opted for the latter, more conservative approach and submitted an estimate of 1,500 students taking such courses.

6. Clarify expectations about documentation by directly consulting Carnegie. For example, we learned that we were limited to 20 examples of partnerships, even though we could have included many more. In selecting the 20, we tried to make sure each college was represented at least once—with the balance representing other key programs and partners, such as the Institute for Emerging Issues and Sea Grant. To recognize all the instances of community service we had discovered, we put both the official submission and a longer version on our EE&ED Web site after we submitted the electronic report to Carnegie.

7. Be flexible, and expect to revise the entries early and late in the process. The framework gradually filled up as the summer melted away. Yet revisions as a result of word limits and new information, which arrived from one unit on the day of our submission to Carnegie, meant careful attention had to be paid to details. This may require hiring or assigning someone to manage the entire process.

Benefits and Follow-Up Activities

Our self-assessment and intensive reflection worked well. We now have created a baseline for many of our institution's EE&ED programs; for example, we know the number of community-based or service-learning courses. But we also recognize that many opportunities for improvement remain. For instance, we do not know the actual percentage of students who take such community-based courses. We discovered after submission that we did not capture and honor all partnerships or programs, including some significant life-science and engineering engagement with teachers and students in elementary and high schools. Other partnerships with local agencies, community organizations, and civic groups now have been identified.

Some new programs are being created and others expanded. Our Extension Operations Council continues to discuss how to energize engagement in additional campus units, and more units are incorporating engagement into their thinking for centers and institutes. The provost's office has made a major new commitment to strengthen our service-learning program by creating a Center for Excellence in Curricular Engagement. We also identified some issues that need improvement, such as the systematic assessment of impacts, and we have appointed a task force to benchmark economic-development impacts.

Recognition and rewards are vital to a successful community-engagement effort. So as part of our follow-up, in January 2007 we held a symposium on rewarding people's extension and engagement efforts in promotion and tenure decisions; it involved more than 150 junior and senior faculty, department heads, deans, and administrators. We also recognized some new (as well as long-standing) partnerships during our annual awards ceremony.

To show a greater commitment to our home community, NC State has joined the Coalition of Urban Serving Universities and has held a series of networking luncheons to identify faculty working in Raleigh and Durham on urban health, neighborhood quality, and human-capital development. More than 60 faculty members from campus departments and in counties' Cooperative Extension offices—from units as diverse as social work, wildlife biology, and design—are partnering with appropriate community groups.

The need for more resources is clear. We have organized a grant-writing workshop to increase our success in winning funding for community-engagement and curricular-engagement programs. Over the past two years, externally sponsored public-service projects totaled $38 million and $35 million respectively. We will continue to monitor future efforts and success. Meanwhile, the state legislature gave us some additional one-time funds to increase support for extension, engagement, and economic-development programs.

Some statewide initiatives may reflect the fact that Carnegie named both NC State and the University of North Carolina at Chapel Hill as "engaged universities." In 2007 the University of North Carolina (UNC) Board of Governors established an Award for Excellence in Public Service "to recognize sustained, distinguished, and superb achievement in university public service and outreach, and contributions to improving the quality of life of the citizens of North Carolina." This new award complements the long-standing UNC awards for excellence in research and teaching. UNC also has initiated a major statewide effort to identify the challenges facing our state and "ways to meet these needs through programs and curricula, scholarship and research efforts and public service engagement."

Finally, pursuing this elective classification stimulated intense discussions across the campus about NC State's commitment to community engagement, and the process generated a new energy for greater investment by the colleges and units. When the Carnegie Foundation provides the next opportunity in 2008, we encourage campuses with a similar commitment to respond. We are convinced that it is worth the effort.

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THE CHRONICLE OF HIGHER EDUCATION

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From the issue dated March 3, 2006

College Classifications Get an Overhaul

Officials hope new Carnegie system will attract the public and discourage rankings

By AUDREY WILLIAMS JUNE

The Carnegie Foundation for the Advancement of Teaching capped a multiple-year effort to overhaul the labels affixed to America's colleges and universities by releasing a new version of its basic classifications this week.

The extensively revised framework features changes that include subcategories for two-year colleges, a first in the classification's history; three subcategories of doctorate-granting institutions, up from two; and the discontinuation of the term "liberal arts" to describe mostly undergraduate colleges.

The restructuring was done because "the higher-education landscape has become increasingly complex and multifaceted," says Lee S. Shulman, president of the Stanford, Calif.-based foundation. The previous classifications, Carnegie officials say, did not reflect that.

The foundation's method of classifying colleges has undergone four previous revisions, but none as comprehensive as this one, which has drawn mixed reactions from institutions. Carnegie officials believe the extra categories, which will be easier to analyze with Web-based tools the foundation has created, could generate interest in the classification system outside academe. The system was developed in 1970 to help researchers group similar institutions.

"I think it is possible that it could be used by the general public," Mr. Shulman says.

The new version classifies 4,321 colleges and universities, up from 3,856 in 2000. An additional 60 institutions were not classified in the revision because their degree data were incomplete, or the institution was too new to have produced any graduates, and the classification for one institution is pending, says Alexander C. McCormick, who directs the foundation's classification project. (For the complete list of colleges, see http://www.carnegiefoundation.org/classifications)

New Names, New Categories

Perhaps the most significant changes in the classifications are in the college categories themselves. Nearly all of the subcategories have new names and have been expanded. In addition, the methodology behind some of the categories has changed.

For instance, universities that award doctoral degrees are once again grouped according to the amount of research activity that takes place on campus, a measurement that was dropped in the 2000 revision of the classifications. However, the two categories previously used — "Doctoral Extensive" and "Doctoral Intensive"have been divided into three. The three groups were determined using a complex plotting exercise where each institution's research activity was compared to a common reference point.

"Research Universities (very high research activity)" includes institutions such as Emory, North Carolina State, and the Johns Hopkins Universities, all formerly known as "Doctoral Extensive." Institutions such as San Diego State and Wake Forest University, both known as "Doctoral Intensive," are now "Research Universities (high research activity)." The third group of doctoral universities under the new basic classification is called "Doctoral/Research Universities" and mostly includes institutions that were formerly known as "Doctoral Intensive" or "Master's I."

Master's colleges and universities have been split into three subcategories — larger, medium, and smaller — that are based on the number of master's degrees awarded. Baccalaureate colleges are divided into "Arts and Sciences," "Diverse Fields," and "Associate's Colleges," and each of those categories contains most of the same institutions as the former "Liberal Arts," "General," and "Associate's Colleges."

Associate's Colleges gained a new prominence in the system because the foundation decided the classification should begin with the category that enrolls the most students and then continue in descending order. Two-year colleges enroll about 40 percent of the nation's college students. The group of two-year public, private, and for-profit institutions is broken up into 14 subcategories that include "Associate's-Public," "Rural-Serving Small," and "Associate's-Suburban-Serving Single Campus." The subcategories of "Specialized Institutions," now known as "Special Focus Institutions," have also been refined.

A 'More Flexible Tool'

The new basic classification follows the November release of five classification schemes that augment the former single-scheme system by also categorizing institutions according to undergraduate and graduate instructional programs, overall-enrollment and undergraduate-student profiles, and size and setting. And work continues on a set of elective classifications, such as community engagement and efforts to improve undergraduate education, in which institutions can volunteer to participate.

All of the new classification schemes help reveal the kind of information about an institution that tends to be of interest to students and parents who need to compare one institution with another.

"I think they have moved toward making this a more flexible tool," says Patrick M. Callan, president of the National Center for Public Policy and Higher Education, an independent research group based in San Jose, Calif. "Students and parents could use this for their own purposes."

But ultimately, Carnegie officials want the expanded method of categorizing institutions to make it more difficult for higher education to use the classifications as a ranking system or a measure of quality. Some, however, are doubtful that the trend can be reversed.

"I don't think we're going to be able to put this genie back in the bottle," Mr. Callan says. "It's not Carnegie's fault. Unfortunately, it's part of the academic culture."

When Carnegie released previews of all of its new classifications, officials heard from institutions that said some pieces of the expanded, multi-scheme system did not quite reflect their identity or mission.

The president of Gettysburg College, Katherine H. Will, says she is dismayed that her institution is "grouped with a whole bunch of schools that we have nothing in common with," such as Presbyterian, Eckerd, and Luther Colleges. The college's basic classification is "Baccalaureate-Arts and Sciences," but because 22 percent of its students are management majors, its undergraduate instructional program is described as Arts and Sciences plus professions, rather than just Arts and Sciences. "That is our mission, liberal arts, and to be out of that category ... we're going to take a really hard look at how many management majors we have," Ms. Will says.

Catholic University of America, formerly classified as "Doctoral Extensive," is listed under "Research Universities (high research activity)" in the new system. "We took a look at what they had done during the preview, and we're appropriately classified," said John J. Convey, Catholic's provost.

The hardest part of creating the new basic classification was determining what number of degrees awarded should serve as the cutoff point to separate various categories, Mr. McCormick says. For instance, 50 master's degrees awarded a year distinguishes a master's institution from a baccalaureate one. Some baccalaureate colleges award a number of degrees toward the high end of that cutoff point, while some master's institutions award a number of degrees toward the low end of their category's threshold — making both groups "resemble each other more than they resemble the 'typical' schools in their assigned category," Mr. McCormick says.

Mr. McCormick says the foundation realizes that "no classification can be perfectly neutral or objective, nor can it capture the full complexity of our diverse institutions." Updates will not be made annually, he says, but the plan is to revise the classifications before the next five-year mark.

Meanwhile, the classification changes will affect one of its most popular users in ways that are still unclear. *U.S. News & World Report,* which uses the classifications as a starting point for its annual college rankings, based its 2007 edition on the old basic classification system because the new one's release date did not allow the magazine to meet production deadlines, says Robert J. Morse, director of data research. The 2007 edition will be released in August.

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From the issue dated March 3, 2006

Institutions in Research Categories, New and Old

Following are the definitions of the three new categories of doctorate-granting institutions, from the Carnegie Foundation for the Advancement of Teaching:

Institutions were included in these categories if they awarded at least 20 doctorates in 2003-4.* Institutions with lower levels of doctorate production can be identified using the Graduate Instructional Program classification.

The research index is based on the following correlates of research activity: research-and-development expenditures in science and engineering**; research-and-development expenditures in non-science-and-engineering fields; science-and-engineering research staff; and doctoral conferrals in humanities fields, social-science fields, science, technology, engineering, and mathematics fields, and professional fields. These data were statistically combined using principal-components analysis to create two indices of research activity. The first index was based on aggregate levels of these factors. The second index, of per-capita research activity, used the expenditure and staffing measures divided by the number of full-time faculty members whose primary responsibilities were identified as research, instruction, or a combination of instruction, research, and public service.

The values on each index were then used to locate each institution on a two-dimensional graph (scatterplot). Each institution's distance from a common reference point was calculated, and the results were used to assign institutions to three groups based on their distance from the reference point. Thus the aggregate and per-capita indices were considered equally, such that institutions that were very high on *either* index were assigned to the "very high" group, while institutions that were high on one (but very high on neither) were assigned to the "high" group.

Doctoral conferrals by field were based on Integrated Postsecondary Education Data System (Ipeds) Completions data for 2003-4. Faculty counts were from the Ipeds Employees by Assigned Position data for the fall of 2003. Research-and-development expenditures came from the National Science Foundation's "Survey of Research and Development Expenditures at Universities and Colleges" for the 2003 fiscal year. Research-staff data came from the NSF's "Survey of Graduate Students and Postdoctorates in Science and Engineering" for the fall of 2002.

Reporting of non-science-and-engineering expenditures was mandatory for the first time for the fiscal-2003 survey, but not all institutions reported those data. Of 277 institutions analyzed, 53 did not report non-science-and-engineering expenditures. For those institutions, we implemented a regression-based imputation scheme to fill in the missing data.

In some cases, the data on research-and-development expenditures were reported at a higher level of aggregation than is needed for classification purposes (that is, related institutions that are distinct entities for classification purposes were reported as single entities in the NSF data). In such cases, we used the allocation scheme developed at the University of Florida and used in its rankings of research universities (http://thecenter.ufl.edu/DataNotesIntroText.html).

* Doctoral-level degrees required to enter professional practice (J.D., M.D., Pharm.D., D.P.T., etc.) were not counted for the purpose of this criterion.

** "Science and engineering" is defined by the National Science Foundation to include the social sciences.

Previous category is shown in parentheses.

Research Universities
(very high research activity)
Research Universities
(high research activity)
Doctoral/Research Universities
Note: The institution's 2000 category is shown in parentheses after its name. The 2000 categories included here are:

- DR-Ext, Int: Doctoral/Research Universities Extensive and Intensive
- MA I: Master's Colleges and Universities I
- BA-LA: Baccalaureate Colleges-Liberal Arts
- AA: Associate's colleges
- Business: Schools of business and management
- Engr: Schools of engineering and technology
- Faith: Theological seminaries and other specialized faith-related institutions
- Other: Other specialized institutions

The classifications of Oregon State and Syracuse Universities, categorized as DR-Ext in 2000, are pending.

For more information, see the Carnegie Foundation's Web site at
http://www.carnegiefoundation.org/classifications/index.asp

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From the issue dated January 12, 2007

Community Engagement Prompts New Carnegie Classification

By AUDREY WILLIAMS JUNE

A new classification created by the Carnegie Foundation for the Advancement of Teaching includes 76 colleges that count community engagement as part of their mission.

The community-engagement classification is an elective one that relies on data not typically collected by colleges and universities. Colleges were required to submit documentation of their community-engagement activities to the foundation. Nearly 90 institutions applied. Among those selected were California State University at Chico, Rockford College, Spelman College, Tufts University, and the University of Kentucky.

The classification "represents a significant affirmation of the importance of community engagement in the agenda of higher education," said the director of Carnegie's classification work, Alexander C. McCormick, in a written statement.

Although the foundation learned of colleges with strong commitments to community engagement, officials noticed some shortcomings. For instance, few institutions described promotion or tenure polices that rewarded scholars' work in community-engagement activities, said Amy Driscoll, who directed the pilot project, in a written statement.

Acknowledging the importance of community engagement also does not seem to be a priority in the search-and-hiring process, Carnegie officials say. In addition, colleges typically do a bad job of forging community partnerships.

The classification was developed as part of a multiyear effort to overhaul the way the foundation categorizes institutions of higher education. In November 2005, the foundation unveiled five new classifications that categorized institutions according to undergraduate and graduate instructional programs, overall enrollment, size and setting, and some characteristics of the undergraduate student body. Carnegie's basic classification system was revised in February 2006.

A complete listing of the institutions in the community-engagement classification is available on the foundation's Web site.

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April 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE - Proposed Revisions to Policies R710, Capital Facilities & R711, State Building Board Delegation of Capital Facilities Projects

Issue

Regent policies R710, *Capital Facilities,* and R711, *State Building Board Delegation of Capital Facilities Projects,* are being amended to reflect recent Utah Code updates and DFCM changes. Policy R710's changes increase defined capital developments as projects with total costs of $2.5 million or more. Previously, projects with costs of $1.5 million were considered capital development projects. It also increases construction limits from $250,000 to $500,000 on new facility construction costs.

Policy Implications

The changes update Regent policies to be in compliance with current State Code. Institutional trustees, by default, will review all projects that the Board of Regents no longer reviews as a result of the increased thresholds.

Commissioner's Recommendation

This is an information item only; no action is recommended.

David L. Buhler
Interim Commissioner of Higher Education

DLB/MHS/NGM
Attachments

R710, Capital Facilities

R710-1. Purpose

To clarify the role of the State Board of Regents, that of the institutional Boards of Trustees and of the institutional Presidents with respect to capital facilities.

R710-2 References

2.1. Utah Code §53B-6-101 (Master Plan for Higher Education - Studies and Evaluations)

2.2. Utah Code §53B-7-101 (Combined Requests for Appropriations)

2.3. Utah Code §53B-20-101 (Property Rights - Title and Control)

2.4. Utah Code Title 63A, Chapter 5 (State Building Board - Division of Facilities Construction and Management)

2.5. Policy and Procedures R711, State Building Board Delegation of Capital Facilities Projects

2.6. Policy and Procedures R720, Capital Facilities Master Planning

R710-3. Definitions

3.1. "Capital Development" -– Utah Code 63A-5-104(1)(a) defines a capital development as any:

- remodeling, site, or utility projects with a total cost of ~~$1,500,000~~ $2,500,000 or more;
- new facility with a construction cost of ~~$250,000~~ $500.000 or more; or,
- purchase of real property where an appropriation is requested to fund the purchase.

3.1.1."New Facility" means the construction of any new building on state property regardless of funding source, including

- an addition to an existing building; and
- the enclosure of space that was not previously fully enclosed.

"New facility" does not include:

- the replacement of state-owned space that is demolished, if the total construction cost of the replacement space is less than $1,500,000; or
- the construction of facilities that do not fully enclose a space.

3.2. "Capital Improvement" – Utah Code 63A-5-104(1)(b) defines a capital improvement as any:

- remodeling, alteration, replacement, or repair project with a total cost of less than ~~$1,500,000~~ $2,500,000;
- site and utility improvement with a total cost of less than ~~$1,500,000~~ $2,500,000; or
- new facility with a total construction cost of less than ~~$250,000~~ $500.000.

3.2.1. Submission of Capital Improvement Requests – Each year institutions shall submit to the Division of Facilities Construction and Management (DFCM) a prioritized list of projects for funding through the state capital improvement program. Requests for funding of Capital Improvement Projects shall be approved by institutional Boards of Trustees. Institutions may not include acquisition of equipment unless it is an integral component of a capital improvement. Normal maintenance of fixed capital assets (i.e., unplanned or discretionary) shall be

considered part of the annual operating budget. Normal maintenance excludes preventive and corrective maintenance of equipment scheduled by the Division of Facilities Construction and Management (DFCM), as well as planned or programmed maintenance of major structural components of a facility (i.e., roofs, parking lots).

3.3. "Capital Investment Plan" - Integrated scheduling of capital developments and improvements over a five-year planning period.

3.4. "Capital Facility" - Includes buildings and other physical structures such as utility lines, waste disposal systems, storage areas, drainage structures, parking lots, and landscape development.

R710-4 Policy

4.1. Statutory Authority - Title 53B outlines the broad responsibilities of the State Board of Regents in administering the facilities, grounds, buildings and equipment at institutions under its jurisdiction. These policies and procedures are issued under that authority to clarify the roles to be assigned to the institutional Presidents, the institutional Boards of Trustees and the State Board of Regents.

4.2. Purpose - The purpose of these policies is to develop and maintain a well-planned, harmonious and safe physical environment for student achievement and personal growth on each of the institutional campuses of the State System of Higher Education in accordance with the applicable provisions of Title 53B.

4.3. Effective and Efficient Use of Resources - The Utah System of Higher Education seeks to maximize the effective and efficient use of state resources. Institutions must demonstrate that requests for construction of new capital facilities or remodeling of existing facilities meet the standards of approved academic and facilities master plans. Such justification should consider the availability of state resources and include information relating to student enrollments, space utilization, structural obsolescence, operational inefficiencies, and operating budget constraints.

4.4. Remodeling - Remodeling of existing capital facilities for the purpose of effecting a change in functions will be undertaken only when the need for such a project is justified by and is consistent with the role assignment of the institution involved and in accord with previously approved goals and objectives set by the State Board of Regents. The term "remodeling" as used herein includes any alteration, modification, or improvement project other than routine maintenance or repair work, regardless of the source of funding.

4.5. The State Board of Regents Will:

4.5.1. Programmatic Planning - Require institutions to undertake comprehensive programmatic planning as part of comprehensive programmatic planning for the Utah System of Higher Education. This programmatic planning will inform the evaluation of any proposals for planning and construction of additional capital facilities.

4.5.2. Campus Facilities Master Plans - Require comprehensive campus facilities master plans to be completed and approved for each institution in correlation with programmatic planning. Each institution shall seek formal Regent approval of its campus master plan on a biennial basis.

4.5.3. Requests for Appropriated Funds - Review and approve all institutional requests for funds for capital facilities to be appropriated by the State Legislature through the State Building Board. Recommendations to the State Building Board, Governor, and Legislature shall be based upon the programmatic planning and facilities master plan requirements of the institutions. Each funding request must be accompanied by a detailed planning and budget guide.

4.5.4. Projects Requiring Approval - Review and approve all institutional requests for property acquisition, including consideration paid for options to acquire property that commit institutional funds in excess of ~~$25,000~~ $100,000. Review and approve all other institutional requests for planning and construction of facilities, or major remodeling of existing facilities, regardless of the source of funds to be used for such activity, where the proposed construction or remodeling is inconsistent with the role assignment of the institution involved, is not in accord with institutional goals and objectives previously approved by the State Board of Regents, will require a substantial change in the approved programmatic planning or facilities master plan, or where the construction, or remodeling is subject to legislative project approval.

4.5.5. Projects Funded from Non State Appropriated Funds - Review and approve institutional project requests for planning and construction of facilities, or remodeling of existing facilities, for which no appropriation of state funds or authority to incur bonded indebtedness is requested, as follows:

4.5.5.1. Funded from Student Fees, Contractual Debt, or Disposal or Exchange or Capital Assets - Proposals for projects funded in whole or in part from an adjustment in student fees, incurring of contractual debt, or the disposal or exchange of land or other capital assets shall be approved by the institutional Board of Trustees prior to submission to the Board of Regents.

4.5.5.2. Funded from Private Sources - Major construction or remodeling projects (defined as projects costing more than $1,000,000) funded through private sources or a combination of private sources and other non-state funds shall be approved by the institutional Board of Trustees. Upon trustee approval, the institutional President shall submit the project to the Commissioner for inclusion as an action item on an upcoming Board of Regents agenda.

4.5.6. Operating and Maintenance (O & M) Costs on Non-State Funded Projects - (a) An acquisition, construction or remodeling project funded from private sources, or from a combination of private sources and other non-state appropriated funds will be eligible for state appropriated O & M when the use of the building is primarily for approved academic and training purposes and associated support and is consistent with the programmatic planning and facilities master plan requirements of the institutions. Examples of such space include classrooms, class/labs, faculty and education and general administrative offices and related space, library and study space, open labs, education and general conference rooms, physical education space, and academic and approved training support space, i.e., admissions, records, counseling, student aid administration, campus security, computer center and telecommunication space, etc.. If an academic facility, funded in whole or in part by non-state funds, is built to a scale larger than Board approved programmatic or facilities planning requirements, the excess space may not qualify for state appropriated O & M funding. The Board will consider the eligibility of the institution to receive state O & M funding for such excess space on a case-by-case basis.
(b) In most cases, if the acquisition, construction or remodeling project is not primarily for approved academic and training purposes or associated support, it will not be eligible for state appropriated O & M funding. Examples of such space might include research space not generating student credits or the equivalent thereto, football stadia, softball, baseball, soccer fields, basketball arenas, self support auxiliary space, i.e., college bookstores, food service, student housing, recreational services, student organizations, private vendors and student health services spaces, etc.
(c) The Board, on a case by case basis, may determine that an acquisition, construction or remodeling project to be used primarily for purposes other than approved academic and training purposes and associated support should be eligible for state appropriated O & M funds in whole or in part. Each request for such Board consideration must be accompanied by a detailed statement showing how space types included in the facility will relate to important institutional activities such as instruction, research generating student credits, and service within the institution's role statement. Examples of such space might include museums, theaters, community outreach and research spaces administered by academic units that generate academic student credits or the equivalent thereto, etc.

4.5.6.1. O & M Funding Sources for Projects Not Eligible for State Appropriated O & M - In those cases where property acquisitions, construction, or remodeling projects are not eligible for state appropriated O & M funding, the institutional proposal must include arrangements as to how O & M as defined by the State Building Board will be covered. Institutions are to pursue O & M funding in the following sequence for such ineligible non-state funded facilities: first, separate non-state funding assured through private contracts or an O & M endowment established by a private donor; and second , an institutional O & M funding plan with additional revenue to support the new space to be credited to its O & M accounts.

4.5.6.2. Board Approval of O & M Funding Plan - The institutional O & M funding plan must be consistent with the provisions of 4.5.6 and 4.5.6.1 to receive Regents' acquisition, construction or remodeling project approval. Increased consideration for state appropriated O & M will be given to projects previously listed in the Utah State Building Board Five Year Building Program. Board approval of the acquisition of the facility shall include approval of a plan to fund the O & M costs, including the source of the funds and the projected amount needed. Further approval of such proposals, when legally required by the State Building Board and the Legislature, will follow their respective established procedures.

4.5.7. Leased Space - Review and approve institutional requests for plans to lease capital facilities space with state-appropriated funds for programs of instruction, research, or service when contracts for leasing such facilities: (1) exceed ~~$50,000~~ $100,000 per year; (2) commit the institution to space rentals for a ~~5-year~~ 10-year duration or beyond; or (3) lead to the establishment of regular state-supported daytime programs of instruction in leased space. An annual report of all space leased by the institutions, including space leased for off-campus continuing education programs and space leased in research parks, shall be compiled by the Commissioner's Office for review by the Board of Regents and forwarding to the State Building Board for possible inclusion its comprehensive 5-year building plan.

4.6. The Commissioner Is Authorized to:

4.6.1. Recommendations - Propose annual recommendations for capital facilities development and improvement projects based on approved capital facilities qualification and prioritization procedures for consideration by the Board in the preparation of its recommendations to the State Building Board, Governor and Legislature.

4.7. Institutional Boards of Trustees Are Authorized to:

4.7.1. Facilities Master Plans - Review and approve institutional campus facilities master plans before they are forwarded to the State Board of Regents.

4.7.2. Requests for Appropriated Funds - Review and approve for submission to the State Board of Regents all institutional requests for funds for capital developments and capital improvements to be appropriated by the State Legislature through the State Building Board.

4.7.3. Inconsistent Projects - Review and approve all other institutional proposals relating to planning or construction of capital facilities, or major remodeling of existing capital facilities that require State Building Board approval and/or legislative project approval, regardless of the source of funds to be used for such activity, except to the extent that responsibility has been delegated to the institutional President as specified below in section 4.8. These actions will be reported to the State Board of Regents monthly as a part of the institutional Board of Trustees minutes, and will include planning and budget reports in the form prescribed by the Commissioner or other appropriate description and justification.
Proposals for inconsistent projects must be forwarded to the State Board of Regents by the institutional President, together with the institutional Board of Trustees' recommendations, for review and action by the Regents if:

- construction or remodeling is contrary to or will require substantial change in the approved programmatic planning or facility master plans;
- is inconsistent with the role assignment of the institution involved; or,
- is not in accord with previously approved institutional goals or objectives.

4.7.6. Public Hearings - Conduct all required public hearings on any project, provided that adequate notice be given the State Board of Regents of any such required public hearings.

4.8. Institutional Presidents Are Authorized to:

4.8.1. Other Necessary Actions - Take all necessary actions relating to construction and remodeling activities that do not require State Building Board approval.

4.8.2. Routine Repair and Maintenance - Assume the responsibility for routine repair and maintenance of existing structures or facilities (i.e., painting, roof repair, plumbing and electrical repairs, etc.). Institutions must adhere to the State Building Board facility maintenance standards.

4.8.3. Change Orders - Assume the responsibility to approve and recommend to the DFCM any change orders on projects under construction, as long as funds are available and the change order is within the approved purpose of the project.

4.8.4. Accept Completed Facilities - Accept completed capital facilities from the DFCM.

(Approved September 16, 1975; amended February 16, 1982, June 24, 1988, December 14, 1990, June 18, 1993, September 24, 1993, December 11, 1998, June 4, 1999 and March 18, 2005.)

- Staff Recommendation
- Legislative Change 2007

R711, State Building Board Delegation of Capital Facilities Projects

R711-1. Purpose

To approve the delegation of State Building Board authority for the ~~teaching and~~ research universities to manage capital facilities projects authorized by the legislature for design and construction: ~~at the University of Utah, the projects so delegated to be determined by the respective staff workloads at the University of Utah and the Division of Facilities Construction and Management, and at Utah State University, projects delegated in amounts up to $2 million.~~ * ***See Section 3.9***

R711-2. References

2.1. Utah Code §63A-5-206 (Construction, Alteration, and Repair of State Facilities - Power of DFCM Director - Expenditure of Appropriations)

2.2. Utah Code §53B-20-101 (Property of Institutions to Vest in State Board of Regents)

2.3. Utah Code Title 58, Chapter 56 (The Uniform Building Standards Act)

2.4. Utah Code Title 56, Chapter 56 (Utah Procurement Code)

2.5. Policy and Procedures R710, Capital Facilities

R711-3. Policy

3.1. Reason for Consideration - The University of Utah and Utah State University have significant staffs relative to the number of DFCM personnel assigned to each institution. These institutions feel they are capable to service their own needs.

3.2. Reporting Line - In order to maintain a single line of responsibility and not create a new duplicative reporting structure between the various governing boards, reports of all delegated projects shall be made directly to the Building Board. The Building Board is the authority that has the current responsibility as per state statute. However, the same report shall be shared with the Board of Regents on a monthly basis.

3.3. Accountability - In order for the Building Board to have sufficient information to exercise its oversight responsibilities, each institution shall submit reports of adequate detail and content at the monthly Board meeting. The form and content shall be equivalent to the current Administration Report of the DFCM. In order for the information to be objectively evaluated a periodic independent audit may be necessary. Periodic comparative analysis of performance will be useful to all agencies and institutions involved.

3.4. Partnership - Where expertise exists at one entity and not at another, the entities should share personnel services in order to minimize the need to add staff to create that expertise. ~~For example, neither the University of Utah nor Utah State University have a Structural Engineer. The DFCM structural engineer can serve as plan checker and support for the institutions. Also, the ADA expertise of the DFCM can be shared with the institutions in document reviews. Landscape architects and cost estimators at the institutions could be made available to the state as needed on a partnership basis~~. An appropriate contract for dedicated time will need to be negotiated in order to appropriately share resources. ~~This will minimize the need of DFCM staffing to expand to service these areas and allow the universities to share DFCM expertise without adding any additional staff.~~ **** This language no longer applies.***

3.5. Building Official - The Uniform Building Standards Act, Title 58, Chapter 56, has certain building official and inspector requirements which must be met by compliance at the institutions or as shared with the state.

3.6. Space Standards - New, updated space standards that are commonly agreed to by all entities shall be universally applied to all programming, design and construction, in order to ensure quality, equity and balance in the state's overall building program.

3.7. Procurement of Services - The State Procurement Code (Utah Code Title 63, Chapter 56) shall be used to govern the acquisition of services for programming, design, and construction, in order to maintain uniform practices for the procurement of services. In addition, Building Board Standard Construction and Design Documents shall be used by each institution.

3.8. Extent of Delegation Authority - In order for the Building Board to have a single list of projects to recommend to the Governor and Legislature, the delegation authority shall begin only after the project has been programmed and the Legislature has authorized the Board to begin design and construction. The Building Board shall retain all planning and fiscal responsibility for projects until they are authorized for design and construction by the Legislature.

3.9. Recommended Dollar Amounts - The dollar amount authorized to each institution is:

University of Utah: ~~No dollar amount limit. Delegations to be determined by the respective staff workloads at the University of Utah and the Division of Facilities Construction and Management.~~ $10,000,000

Utah State University: ~~$2,000,000~~ $5,000,000

3.9.1. The differential is based on the typical number of projects, the total dollar value of projects, and the facilities personnel currently at each institution. Due to the impact that larger projects may have on operational budgets, it is appropriate for the Building Board to decide to keep some such projects under full Building Board control.

3.10. Design Criteria and Standards - In order to reduce or eliminate redundancy in requirements and to seek uniform quality standards statewide, the institutions' design standards shall be reviewed, analyzed and integrated into new updated Building Board standards. These shall be supplemented by special requirements unique to each of the universities, as required.

(Approved September 24, 1993, amended September 2, 1999.)

- DFCM Change

April 17, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Action: Consent Calendar, Finance, Facilities, and Accountability Committee

The Commissioner recommends that the Regents approve the following items on the Finance, Facilities, and Accountability Committee Consent Calendar:

A. University of Utah and Utah State University – Capital Facilities Delegation Reports (Attachment 1). In accordance with the capital facilities delegation policy adopted by the Regents and by the State Building Board, the attached reports are submitted to the Board for review. Officials from the institutions will be available to answer any questions that the Regents may have.

B. Utah State University – Purchase of Property Adjacent to Tooele Campus (Attachment 2). Utah State University seeks approval to acquire property adjoining the USU Tooele Regional Campus. The land is a small vacant parcel of approximately one acre located immediately west of the Campus. The value of the real estate is $26,150.71, which is supported by an independent appraisal obtained by USU. USU officials will be available to answer any questions.

C. Southern Utah University – Charter School Lease (Attachment 3). Southern Utah University has partnered with the Iron County School District in the development and hosting of the SUCCESS Academy. The Academy is a charter school designed to provide high school students with the opportunity to take part in an early college high school experience, conduct a curriculum for advanced and "gifted" students and focus on math and science training. Students who participate in this program may obtain their high school diploma and associate's degree simultaneously when they graduate from high school.

   The 2007 Legislature provided funding to the SUCCESS Academy for renovation of the physical space needed to advance Academy programs. At this juncture, the Academy and the University plan to enter into a Lease agreement that would house Academy activities in University facilities. The Academy will have access to the campus book store, switchboard, food service, and post office at a reimbursable rate; IT support, general custodial support, and utilities will be provided. The term of the Lease Agreement is ten (10) years with the option to renew on a year-to-year basis after that point. The SUCCESS Academy will occupy 8,000 square feet in the Multipurpose Building. Annual rent for the space is $40,578.96 and will remain at this amount for three (3) years, with various escalation clauses built in thereafter.

D. University of Utah – Purchase of Real Property (Attachment 4). University of Utah – Purchase of Real Property. University officials request approval to purchase real property in Salt Lake City for use as a data center. The property consists of a 72,285 sq. ft. building situated on 3.21 acres. The purchase price and source of funds will be identified in a summary sheet distributed at the Board meeting. This building was retrofitted several years ago for use as a data center, and seems ideal for this purpose. The facility will meet the University's needs for a significant period of time. In addition, it is anticipated that several other institutions and the system office will lease portions of the building to meet their future needs.

DLB/MHS/MV
Attachments

_____
David L. Buhler
Interim Commissioner of Higher Education

LEASE SPACE AGREEMENT

This Lease Space Agreement is made as of this 14th day of March, 2008 between **Southern Utah University**, hereinafter referred to as "Landlord" or "Lessor", and the Iron County School District doing business as "**SUCCESS Academy"** hereinafter referred to as "Tenant" or "Lessee".

In consideration of the rents and agreements set forth below, the Landlord leases to the Tenant the premises describes below upon the following terms and conditions:

Attachment(s) - Layout of Premises

ARTICLE 1

PREMISES

Landlord leases to Tenant and Tenant leases from Landlord certain classroom and lab space located on the campus of Southern Utah University, Cedar City, Iron County, State of Utah, otherwise known as premises.

ARTICLE 2

RENT

The monthly rental rate for the leased premises shall be $3,381.58 payable on the 1st of each month OR payable as a lump sum for the entire year. Rent will remain fixed for the first three (3) years of the term then the rent will increase annually thereinafter by the percentage increase in the Consumer Price Index (CPI) for the previous year or 5%, whichever is less.

(Escalation Clause) Due to uncertainties affecting Landlord's annual Operations and Maintenance (O&M) cost, including but not limited to heating and power, AND the cost of support for Information Technology (IT) requirements, an increase to the annual rental rate may be incorporated to compensate these additional costs. Tenant will be given sufficient notice prior to this action and any increase will be mutually acceptable.

ARTICLE 3

TERM

The term of this lease will be fixed for an initial period of TEN (10) years and commencing upon August 25, 2008. Upon completion of the term, the parties may review the provisions of this Agreement and renew/or renegotiate the Agreement. Thereinafter, the term may be extended on a year-to–year basis upon mutual agreement of both parties.

ARTICLE 4

USE OF PREMISES

Tenant will use the premises for the sole purpose of conducting its business: conducting high-school level classes and curriculum for advanced and "gifted" students, as approved by the Iron County School District and the Utah State Office of Education

Tenant will pay, as part of this agreement, all costs associated with any and all renovation efforts required by the Tenant to the premises prior to and after occupancy. This includes the addition of restroom facilities, adjustments to lab and storage area, and office spaces. Tenant will comply with construction requirements set by the State of Utah DFCM (Department of Facilities and Construction Management). Tenant may request Landlord to reimburse costs for those renovations deemed to be beneficial to the Landlord however reimbursement will be at Landlords sole discretion if renovations are not included within the University's Master Plan or if the Landlord would not consider doing renovations itself in its normal operations of the facility.

Tenant agrees that it will adhere to and abide by all applicable health, building, fire, and other codes as well as federal and state statutes, regulations, and guidelines as they pertain to the operation of the Tenant's business and service of Tenant's customers. Tenant also agrees to adhere to and abide by those provisions of the SOUTHERN UTAH UNIVERSITY POLICIES AND PROCEDURES as they pertain to issues of fairness, discrimination, and sexual harassment of university students, visitors, and invitees.

ARTICLE 5

SERVICES PROVIDED

Landlord will provide office and lab space (premises) including:

> Multipurpose Building – Rooms 201, 202, 202A, 205, 205A, 205B, 205C, 205D, 205E, 205F, 205G, 205H, 205I, 205J, 205K, 210, 210A, 211, 211A. Note – room numbers and designations may be altered due to renovations.

Tenant will have access to Landlord service providers; including but not limited to, Bookstore, Campus Switchboard, Food Service, and Post Office. All amounts for products and/or services will be charged to an Agency account of the Landlord and an itemized statement will be provided to the Tenant on a monthly basis. Tenant agrees to reimburse Landlord for these services on a monthly basis.

Landlord will provide electricity, phone service, heat, and general custodial services to the space occupied by the Tenant.

Landlord will provide computer networking services to allow Tenant access to the World Wide Web and necessary internal networking support, excluding, but not limited to, hardware equipment and support, consumable supplies, programming efforts, and training.

Any renovation such as relocation of doors, walls, or similar construction required by the Tenant, in addition to the initial renovation, must have prior approval from the Landlord and Tenant will be subject to all costs associated.

Other services not otherwise addressed may be available and an appropriate cost, if applicable, will be negotiated between the two parties.

ARTICLE 6

SIGNAGE

Tenant will comply with Landlord's requirements, limitations, and specifications for signage, understanding the Landlord's interest in uniformity among the campus. Tenant agrees to maintain any signs, lettering, or approved advertising in good condition and working order at all times. Exterior signs on University buildings, except as provided above, are not permitted.

ARTICLE 7

MAINTENANCE

Tenant will keep the premises, including partition walls, doors, fixtures, equipment, and components in good condition and will notify Landlord in a timely manner of any conditions requiring repair. Landlord will maintain the structural parts of the premises, plumbing, heating, air conditioning, electrical and sewage systems, unless damage to them is the result of Tenant's act or negligence, for which Tenant agrees to pay.

Landlord will not be liable to Tenant for any damages suffered because of an interruption or failure of utility, plumbing, or sewer service, and such interruption will not entitle Tenant to terminate this Lease unless the interruption or failure extends for longer than one (1) month. However, if such interruption prevents Tenant from operating its business for a period exceeding two (2) business days, Tenant may request a pro rata rent rebate for any period of non-operation extending beyond the two (2) business day period. Any rebate would be calculated by dividing the number of days during the month of non-operation, and multiplying the resulting daily rental value by the number of non-operational days, minus the first.

ARTICLE 8

MECHANIC'S OR OTHER LIEN

If a claim against Tenant results in the filing or attempt to file or obtain any mechanic's or other lien against the premises, Tenant will pay or discharge the lien within ten (10) days after notice by the lien holder or Landlord.

ARTICLE 9

SPACE RELOCATION

Tenant acknowledges that as Landlord's need for space changes, Tenant may be relocated to other space of similar size and quality. A minimum of ninety (90) days notice would be given to Tenant, if relocation were to occur.

ARTICLE 10

INSURANCE

Landlord, an institution of higher education of the State of Utah, is insured by the Utah Office of Risk Management.

Tenant must provide its own property and liability insurance coverage in the amount of at least ONE MILLION DOLLARS ($1,000,000.00) per incident with Landlord, SOUTHERN UTAH UNIVERSITY, named as an additional insured on all policies. Tenant must provide proof of such insurance prior to taking possession of the premises, or other commencement of this Lease, and must keep it in force throughout the term.

Tenant agrees to indemnify and hold Landlord harmless from any and all liability, claims, or losses related to the conduct of Tenant's business on the premises.

ARTICLE 11

EVENTS OF DEFAULTS: REMEDIES

The occurrence of any of the following events will be a default by the Tenant and allow Landlord to elect from any or all of the remedies listed below:

- Tenant fails to pay rent or any other sum due under this lease within fifteen (15) days after it becomes due.

- Tenant fails to perform on or keep any agreement or duty assumed by tenant under this lease within thirty (30) days after written notice of this failure is given to Tenant by Landlord.

- Tenant or its agent falsifies any information about, staff, or business schedule which may be requested by Landlord.

- Tenant or any other guarantor of this Lease becomes bankrupt or insolvent or any bankruptcy, receivership, or other debtor proceeding have been filed by or against Tenant or guarantor in any court pursuant to state or federal statute, or Tenant allows any interest created by this Lease to be taken under a writ of execution.

- Tenant abandons or attempts to abandon the Leased Premises, or sells or disposes of the inventory and fixtures or removes them from the premises so that there would not be enough of

Tenant's property remaining on the premises to allow Landlord to take it and sell it as a way of satisfying all rent due or which could accrue over a three (3) month period.

On the occurrence of one or more of the foregoing defaults, Landlord has the option to take any or all of the following actions, without further notice or demand of any kind to Tenant or any other person:

- Collect or enforce by suit or otherwise each installment of rent or other sum as it becomes due or any other term or provisions of this lease which Tenant is required to keep or perform.

- Terminate this Lease by written notice to Tenant. In the event of termination, tenant agrees to surrender the Leased Premises to Landlord within five (5) days as provided under Right to Cure (Article 13) without further action or proceeding, with the understanding that all rents owed at the date of notice are due and payable within thirty (30) days.

ARTICLE 12

RIGHT TO CURE

If Tenant believes that Landlord is in breach of any of Landlord's obligations under this lease, before Tenant takes any enforcement action, it must give Landlord written notice of this claimed breech or default. After this notice, Landlord will have no more than (30) days to cure the breach or default. If an occurrence, due to its nature, cannot be rectified within thirty (30) days, then a reasonable time will be diligently pursued by both parties necessary to cure the breach or default. The lease will not be terminated by either party during this time.

If Landlord believes that the Tenant is in breach or default on any of Tenant's obligations under this Lease, before Landlord takes any enforcement action, it must give Tenant written notice of this claimed breach or default. After this notice, Tenant will have no more than (30) days to cure the breach or default.

ARTICLE 13

ATTORNEY'S FEES

If it becomes necessary for either Landlord or the Tenant to hire an attorney to protect or enforce its rights in this lease, or to assist in negotiation or resolution of a dispute, including court action, the defaulting party agrees to pay the non-defaulting party's expenses of proceeding including that party's attorney fees.

ARTICLE 14

GOVERNING LAW

The laws of the state of Utah shall be enforced for this agreement.

ARTICLE 15

MISCELLANEOUS PROVISIONS

Landlord does not in any way or for any purpose, become a partner or joint venturer of Tenant in the conduct of its business as a result of this agreement. Failure of Landlord to insist upon the strict performance of any provision or to exercise any option under this lease shall not be construed as a waiver for the future exercise of any such provision or option.

The parties signing below on behalf of the Landlord and Tenant individually represent that they have the necessary authority to sign and bind that entity for which they sign. The signatures represent that those signing by and on behalf of the Lessor and Lessee, respectively, have been authorized by their respective Board of Trustees / Education to enter into the agreement and that those executing the document do so in their respective representative capacities.

Landlord: Southern Utah University

_____

By: _____

Its: _____

Tenant: SUCCESS Academy

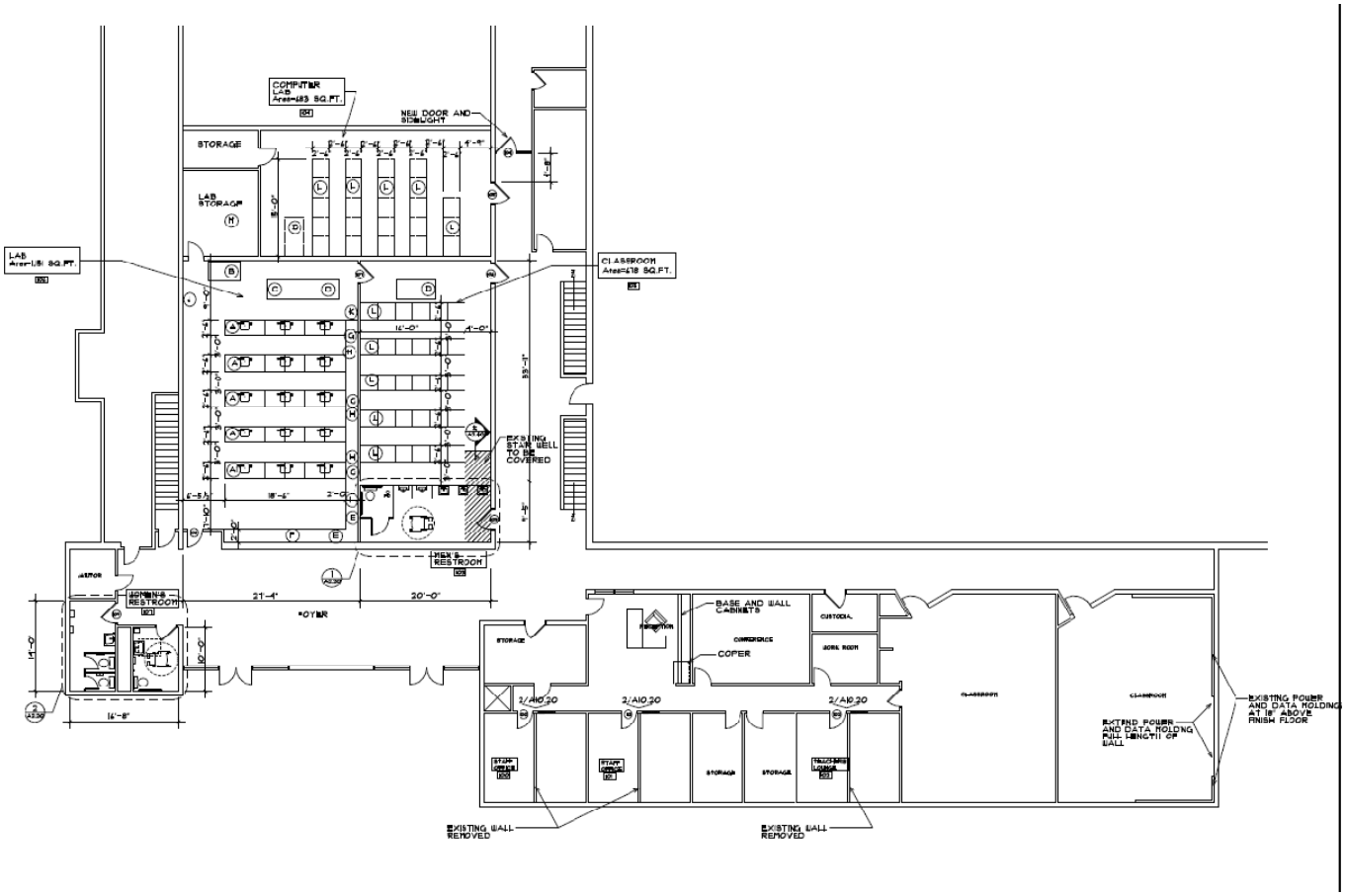
_____

By: _____

Its: _____

Attachment 1

Layout of Premises



A Request by the University of Utah to Purchase a Building to Be Used as a Data Center and for Storage

The University of Utah administrative, academic, research and health sciences computing departments are out of data-center space. University Hospital has need for additional storage space.

The Building
MCI constructed a 72,285 square foot data center on West Temple Street between 8th and 9th south, the old 3.21 acre site of the Coca Cola Bottling plant. The building is seismic zone 4, the highest rating for earthquake resistance. It is a bunker shell with no windows, 18 foot ceilings, 18 inch reinforced concrete walls and 8 inch reinforced concrete floors. It was evaluated by Smart Building Solutions to be structurally sound, with an excellent roof, no environmental or zoning issues, and a superb site for a data center. There is a way to provide excellent network connectivity with fiber the University would own and control. The Utah Education Network will help with this project and expense.

Location and Opportunities
It is in a prime area for collocation. Data center space is very tight in the Salt Lake Area. We have been approached by other institutions and agencies, including UHEAA, that would like to lease space and services in this building. The funding they would provide could help us cover the costs for building out the data center.

Rocky Mountain Power verifies that the stability and capacity for electrical service is better at this location than on campus. If we were to build a new data center on campus there may not be enough electricity available to power it adequately.

The facility is large enough to accommodate the future data center needs of the University and other components of USHE for many years to come. The north part of the building would be an excellent storage facility for University Hospital.

Costs
The owners are willing to sell the building to the University for $ 4.5 million or $ 62 a square foot, which is far less per square foot than we would pay to build a new facility on campus. We would have to phase into this facility as additional funding is available. The build out would entail the electrical infrastructure, air conditioning, office space, restrooms and, initially, 5,000 square feet of data-center space at a cost estimated to be approximately $5 million. Network connectivity for a full redundant metro fiber ring would cost an additional $1.4 million.

The University has identified the internal sources of funding needed to make the initial purchase of the building, and received Trustee approval to move ahead. We have been studying every aspect of this proposed purchase over the course of the past seven months, and planned to bring this request to the Regents at the May meeting. Another buyer emerged this week, necessitating the request for approval at the April meeting.

April 09, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – 2008-2009 Capital Improvement Funding

Issue

A key element of the USHE's effort to maintain existing facilities is the use of Capital Improvement funds (money dedicated to projects that cost less than $2.5 million and do not add new square footage). The USHE makes up approximately two-thirds of the total value of state facility assets and this year will receive 61% of the $76.3 million allocated for specific projects. (~~a~~An additional $6.4 million is allocated for "statewide programs".)~~.~~

Each state agency, college and university works with the state Division of Facilities Construction and Management (DFCM) to identify and prioritize needs. DFCM presents a recommendation to the Building Board. The attached document provides detail on all funded projects for all agencies as approved during the Building Board's April 9, 2008 meeting.

Commissioner's Recommendation

This is an information item only; no action is recommended.

_____
David L. Buhler
Interim Commissioner of Higher Education

DLB/MHS/NGM
Attachment

Utah State Building Board

Jon M. Huntsman, Jr.
Governor

4110 State Office Building
Salt Lake City, Utah 84114
Phone (801) 538-3018
Fax (801) 538-3267

MEMORANDUM

To: Utah State Building Board
From: David G. Buxton
Date: April 9, 2008
Subject: **Allocation of FY 2009 Capital Improvement Funds**

Recommendation

At the April Board meeting DFCM will distribute the recommendations for the allocation of the FY 2009 capital improvement funds. DFCM has reviewed each project requested by state agencies and institutions of higher education and determined the highest priority needs across the state. DFCM suggests that an opportunity be provided for agencies and institutions to comment on the proposed allocations. At the conclusion of the discussion, the Board should take action to approve the allocation of capital improvement funds.

Background

DFCM's recommendations for the allocation of capital improvement funds were developed under the process approved by the Board. The total cost of all requests received this year totaled over $190 million. Funding from the Legislature totaled $82.8 million. Narrowing the list of projects to identify the highest priority needs represents an enormous undertaking by DFCM staff. In developing its recommendations, DFCM placed the greatest priority on issues raised in facility condition assessments and on critical repairs to HVAC, structural, electrical, and infrastructure. Repairs and upgrades addressing life safety issues were given the highest priority.

At the Board meeting several documents will be distributed to help explain and support DFCM's recommendations:

(a) Summary of Replacement Costs of Facilities vs. Share of FY 2009 Capital Improvement Funding shows how the recommended funding is allocated among state agencies and institutions of higher education compared to the share of the facility replacement cost that each classification generates;

(b) Summary of Capital Improvement Funding FY 2005 – FY 2009 provides a five-year overview of the allocation of capital improvement funding to each agency and institution;

(c) FY 2009 Capital Improvement Projects shows DFCM's recommendations for this year's allocation of improvement funds. The amount in the request column reflects the original request for the project. The next column shows the amount recommended by DFCM for the project.

Division of Facilities Construction and Management

FY 2009

Summary of Replacement Costs of Facilities Versus Share of Capital Improvement Funding

Agency/Institution		FY 2009 Funding	Percent FY 2009 Funding	Percent Replacement Cost
Total Higher Education	$	46,267,300	61%	62%
Total State Agencies	$	30,103,600	39%	38%
Subtotal	$	76,370,900	100%	100%
Statewide Funding Issues	$	6,467,200		
Grand Total	$	82,838,100		

Summary of Capital Improvement Funding FY2005 - FY2009

Agency	FY2005	%	FY2006	%	FY2007	%	FY2008	%	FY2009	%	Total	%
Higher Education												
College of Eastern Utah	$ 1,075,800	3%	$ 1,743,900	3%	$ 1,024,600	2%	$ 974,300	1%	$ 986,200	1%	**$ 5,804,800**	2%
Dixie College	$ 1,242,000	3%	$ 1,427,800	3%	$ 1,290,100	2%	$ 1,779,600	3%	$ 2,500,000	3%	**$ 8,239,500**	3%
Salt Lake Community College	$ 1,770,200	4%	$ 2,460,600	5%	$ 3,588,900	6%	$ 3,848,000	6%	$ 3,701,600	5%	**$ 15,369,300**	5%
Snow College	$ 1,100,000	3%	$ 1,945,000	4%	$ 1,847,500	3%	$ 1,793,300	3%	$ 1,682,000	2%	**$ 8,367,800**	3%
Southern Utah University	$ 2,757,500	7%	$ 1,857,800	4%	$ 2,525,100	4%	$ 2,510,400	4%	$ 2,426,500	3%	**$ 12,077,300**	4%
University of Utah	$ 6,959,800	17%	$ 9,406,000	18%	$ 11,638,800	19%	$ 13,035,400	19%	$ 16,678,800	22%	**$ 57,718,800**	19%
Utah State University	$ 4,146,000	10%	$ 5,265,000	10%	$ 6,432,800	11%	$ 7,328,500	11%	$ 8,405,000	11%	**$ 31,577,300**	11%
Utah Valley State College	$ 2,151,000	5%	$ 2,787,600	5%	$ 2,682,800	4%	$ 3,279,000	5%	$ 2,931,300	4%	**$ 13,831,700**	5%
Weber State University	$ 2,487,800	6%	$ 3,394,200	7%	$ 3,795,700	6%	$ 4,152,800	6%	$ 4,248,800	6%	**$ 18,079,300**	6%
UCAT	$ 883,700	2%	$ 1,254,500	2%	$ 1,841,200	3%	$ 2,051,800	3%	$ 2,707,100	4%	**$ 8,738,300**	3%
Total Higher Education	**$ 24,573,800**	**61%**	**$ 31,542,400**	**61%**	**$ 36,667,500**	**61%**	**$ 40,753,100**	**60%**	**$ 46,267,300**	**61%**	$ 179,804,100	**61%**
State Agencies												
Agriculture	$ 148,300	0%	$ 450,000	1%	$ 146,600	0%	$ -	0%	$ 76,000	0%	**$ 820,900**	0%
Alcoholic Beverage Control	$ 89,100	0%	$ 434,400	1%	$ 383,600	1%	$ 346,100	1%	$ 304,800	0%	**$ 1,558,000**	1%
Capitol Preservation Board	$ 806,700	2%	$ 1,472,300	3%	$ 1,538,500	3%	$ 1,694,500	3%	$ 1,753,700	2%	**$ 7,265,700**	2%
Community & Economic Dvlp.	$ 30,000	0%	$ 125,000	0%	$ 485,600	1%	$ 250,000	0%	$ 402,000	1%	**$ 1,292,600**	0%
Corrections	$ 2,606,600	6%	$ 3,693,723	7%	$ 3,327,900	5%	$ 4,041,800	6%	$ 4,153,300	5%	**$ 17,823,323**	6%
Courts	$ 1,439,500	4%	$ 1,875,200	4%	$ 2,120,000	3%	$ 2,093,900	3%	$ 3,016,700	4%	**$ 10,545,300**	4%
DFCM	$ 2,147,600	5%	$ 1,990,400	4%	$ 3,111,500	5%	$ 4,510,100	7%	$ 3,462,600	5%	**$ 15,222,200**	5%
Environmental Quality	$ -	0%	$ 313,600	1%	$ 318,000	1%	$ -	0%	$ 128,600	0%	**$ 760,200**	0%
Fairpark	$ 253,600	1%	$ 304,000	1%	$ 515,200	1%	$ 607,400	1%	$ 503,700	1%	**$ 2,183,900**	1%
Health	$ 724,000	2%	$ 466,300	1%	$ 743,800	1%	$ 250,100	0%	$ 800,400	1%	**$ 2,984,600**	1%
Human Services	$ 2,143,900	5%	$ 2,600,800	5%	$ 3,050,000	5%	$ 3,067,200	5%	$ 3,794,200	5%	**$ 14,656,100**	5%
National Guard	$ 583,100	1%	$ 1,060,500	2%	$ 1,503,800	2%	$ 1,254,000	2%	$ 2,996,900	4%	**$ 7,398,300**	2%
Natural Resources	$ 2,637,300	6%	$ 3,210,400	6%	$ 3,415,000	6%	$ 4,493,300	7%	$ 4,781,900	6%	**$ 18,537,900**	6%
Public Ed/Rehab/Deaf & Blind	$ 99,300	0%	$ 87,700	0%	$ 188,400	0%	$ 600,000	1%	$ 574,300	1%	**$ 1,549,700**	1%
Public Safety	$ 321,000	1%	$ 382,500	1%	$ 119,500	0%	$ 667,400	1%	$ 312,000	0%	**$ 1,802,400**	1%
Tax Commission	$ 51,000	0%	$ 86,000	0%	$ 199,200	0%	$ 126,500	0%	$ 260,000	0%	**$ 722,700**	0%
Transportation	$ 1,183,600	3%	$ 1,072,000	2%	$ 1,855,800	3%	$ 1,760,400	3%	$ 1,937,300	3%	**$ 7,809,100**	3%
Veterans Affairs							$ 236,374	0%	$ 207,700	0%	**$ 444,074**	0%
Workforces Services	$ 774,200	2%	$ 545,900	1%	$ 909,900	2%	$ 660,400	1%	$ 637,500	1%	**$ 3,527,900**	1%
Total State Agencies	**$ 16,038,800**	**39%**	**$ 20,170,723**	39%	**$ 23,932,300**	**39%**	**$ 26,659,474**	**40%**	**$ 30,103,600**	**39%**	$ 116,904,897	**39%**
Subtotal	**$ 40,612,600**	**100%**	**$ 51,713,123**	**100%**	**$ 60,599,800**	**100%**	**$ 67,412,574**	**100%**	**$ 76,370,900**	**100%**	$ 296,708,997	**100%**
Statewide Funding	$ 3,444,300		$ 4,448,477		$ 4,993,500		$ 5,647,326		$ 6,467,200		**$ 25,000,803**	
Grand Total	**$ 44,056,900**		**$ 56,161,600**		**$ 65,593,300**		**$ 73,059,900**		**$ 82,838,100**		$ 321,709,800	

FY 2009 Capital Improvements

Approved by Utah State Building Board

April 9, 2008

Agency/Institution		DFCM Recommendation
College of Eastern Utah		
Price Campus: BDAC---HVAC Upgrade	$	297,500
Price Campus: Compressor Replacement	$	15,000
Price Campus: Campus Buildings Exterior Door Computer Lock System	$	150,300
Price Campus: Career Center Building Plant Adaptation and Code Compliance	$	178,400
Roofing: Price Campus Library Roof Replacement	$	150,000
Roofing: Price Campus Arts and Events Center	$	130,000
Roofing: Price Campus: Industrial Park Roof Replacement	$	65,000
Total	**$**	**986,200**
Dixie State College		
Jennings Health and Technology Bldg: Remodel & Code Upgrades	**$**	**2,500,000**
Salt Lake Community College		
Redwood Campus: Complete Piping and Utility Runs in New Utility Tunnel	$	870,900
Miller Campus: Emergency Generator For Buildings 5-8	$	150,100
Redwood Campus: Child Development Building---Glass Replacement	$	11,600
South City Campus: Upgrade Fire Alarm System	$	157,400
Redwood Campus: ATC Elevator and Construction Trades Bldg. Freight Elevator	$	212,600
Redwood Campus: Business Building---Upgrade Fire Alarm System	$	48,400
Redwood Campus: Campus wide Metisys Control Upgrade	$	425,100
Redwood Campus: Upgrade VFDs for Pumps 34 & 35	$	33,800
Redwood Campus: Replace Fountain	$	180,000
South City Campus: Replace Air Units for Swimming Pool	$	350,000
South City Campus: Window Replacement	$	700,000
Redwood Campus: Student Center Steam Control Valves	$	145,000
Roofing: Admin Building	$	237,700
Roofing: South City Main Building	$	83,200
Paving: Redwood Campus Lot A, B, J, & K Slurry Seal & Repairs	$	95,800
Total	**$**	**3,701,600**

Agency/Institution		DFCM Recommendation
Snow College		
Ephraim Campus: Fire Alarm System Upgrade Phase II	$	1,323,000
Richfield Campus: Carpet in the Administrative Building	$	59,000
Paving: Snow South: Parking Lot Expansion	$	300,000
Total	**$**	**1,682,000**
Southern Utah University		
Randall Jones Theater: Theatrical Lighting and Dimming System	$	332,700
Gravel Parking Lot Paving (DFCM Reimbursement)	$	53,400
Campus Master Plan (DFCM Reimbursement)	$	52,100
Engineering and Technology: Air Handler Replacement	$	317,200
Heat Plant: Catwalk System Upgrade and Steam Tunnel Emergency Lighting	$	119,200
Steam Tunnel Ventilation	$	222,300
Multipurpose Building: Acoustical Tile Upgrades	$	53,600
General Classroom Building: Classroom Upgrades	$	178,700
Heat Plant: Condensate Tank Relocation	$	223,900
Facilities Management Building	$	475,000
Hunter Conference Center: Carpet Replacement	$	108,000
Centrum Arena Door Replacement	$	119,200
Roofing: Auditorium	$	30,000
Roofing: Multi Purpose Building	$	30,000
Paving: Asphalt Parking Lot Seal/Slurry Coating	$	111,200
Total	**$**	**2,426,500**
University of Utah		
Electrical Distribution System Improvements	$	2,500,000
Merrill Engineering MicroFab Lab Improvements	$	300,000
Park Building Envelope Structural Upgrade	$	2,485,000
MREB & Wintrobe Fume Hood Upgrade & Make Up Air	$	2,500,000
HTW Lines Replacement - Health Sciences Area	$	2,224,700
Park Building Window Repairs and Replacements	$	1,224,000
Campus Wide - Hazardous Materials Abatement	$	50,000
HPEB Emergency Generator Replacement	$	238,000
Park Bldg. - Replace fire alarm system & install sprinkler system	$	1,100,000
Seismic Study - Assess 5 most Seismically Challenged Buildings on Campus	$	150,000
Price Museum of Fine Art - Window Replacement	$	200,000
Eyring Chemistry HVAC System Upgrades - *Study Only*	$	50,000
Campus Utility Metering System Upgrade	$	100,000
Conversion to drought tolerant landscaping	$	200,000
Miscellaneous, Critical Improvements	$	526,000
Landscape Irrigation Control System - Flow Sensors	$	274,000
Fine Arts Building (036) Code Improvements	$	292,000
Life Sciences Building: Upgrade fume hoods - Design Only	$	30,000

Agency/Institution		DFCM Recommendation
University of Utah - Continued		
Student Services Building - Chiller Replacement	$	351,500
Emergency Generator Study	$	100,000
Fletcher Building - Fume Hood Upgrade	$	126,600
Physics Building - Repair Water Damage to Structure	$	116,000
Health Science Library - Fire Alarm System & Install Sprinkler System - *Design*	$	200,000
Roofing: Eccles Institute of Human Genetics	$	595,000
Roofing: Buildings and Grounds Building	$	105,200
Roofing: Biology Building #084	$	145,000
Paving: Med Drive south Above #540 (Jones)	$	67,000
Paving: Red Butte Public Road Resurface	$	30,000
Paving: Central Camp drive north end	$	292,000
Paving: Union Dock Road	$	93,800
Paving: Regulated Waste Asphalt areas	$	13,000
Total	**$**	**16,678,800**
Utah State University		
Planning & Design Fund	$	100,000
Campus-wide Health, Life Safety, and Code Compliance Projects	$	200,000
Campus-wide Sidewalk Replacements	$	350,000
Business Cladding	$	450,000
Water Lab Fire Lane Access & Bridges	$	950,000
Campus-wide Paving and Roofing Projects	$	700,000
Water Lab Fume Hood Upgrade	$	1,500,000
Spectrum Outside Air Intake Dampers	$	100,000
Tippets Gallery at Fine Arts Center, Phase II	$	700,000
New DDC Controls for VAV Boxes	$	120,000
CPD - Fire Alarm	$	150,000
Business Bldg Main Floor Classrooms	$	500,000
Pump House and Equipment	$	600,000
Steam Line Replacement to NFS	$	1,000,000
NR Siding	$	100,000
Campus-wide Benches, Trash Receptacles, Urns	$	125,000
Emergency Generators Phase I	$	50,000
Redo Walks Between Eccles Conf. Center and Business	$	200,000
Miscellaneous, Critical Improvements	$	200,000
Roofing: Education	$	180,000
Roofing: Sculpture Lab	$	26,000
Roofing: University Reserve	$	40,000
Roofing: Campus Planning	$	42,000
Roofing: Geology	$	22,000
Total	**$**	**8,405,000**

Agency/Institution		DFCM Recommendation
Utah Valley University		
Tartan Surface Repair PE Building	$	170,000
Campus Exterior Lighting	$	125,000
ADA Code Compliance	$	36,300
Repair of Gunther Trades 5th Level HVAC Phase I	$	1,200,000
Repair of Losee Resource Center Remodel	$	1,400,000
Total	**$**	**2,931,300**
Weber State University		
Heating Plant: Boiler Replacement	$	1,186,300
Roofing: Heating Plant Roof Replacement	$	93,900
Ogden Campus Master Planning	$	60,000
Cooling Tower Repairs & Upgrades	$	172,800
North-East Campus Fire Protection Upgrade Study	$	20,200
Shop Compressed Air System Upgrades-Tech. Ed and Science Lab Buildings	$	231,500
Browning Center Galvanized Pipe Replacement Study	$	17,200
Nasfel Plaza Concrete Replacement	$	530,700
McKay Education Building Site Drainage Improvements	$	48,700
Domestic Hot Water Storage & Heat Exchanger Replacement	$	243,500
Visual Arts Building Storm Drain Repairs	$	177,300
Central Campus Irrigation System Upgrade	$	379,500
Roofing: Stadium Roof Leak Repair	$	136,300
Roofing: Administration Building Re-roofing	$	222,500
Paving: Parking Lot A-2 Expansion & Reconfiguration	$	385,500
Paving: Campus Entry Road Modifications (Managed by UDOT)	$	342,900
Total	**$**	**4,248,800**
UCAT		
Bridgerland ATC: Paving Main Campus North Lot	$	450,000
Davis ATC: Campus Security Upgrade	$	212,500
Davis ATC: Cosmetology Expansion & Remodel	$	262,600
Ogden/Weber ATC: Chiller Replacement	$	119,000
Ogden/Weber ATC: Cosmetology Fire Alarm Upgrades	$	119,000
Ogden/Weber ATC: Childrens South Electrical Upgrades	$	244,000
Uintah Basin ATC: Vernal Campus Paving Upgrades	$	750,000
Uintah Basin ATC: Roosevelt Campus Culinary Arts Classroom Remodel	$	550,000
Total	**$**	**2,707,100**
Agriculture		
Remove Gas Line From Egress Stair Install Seismic Shutoff Valve	$	40,000
Repair Boiler Drainage Problems	$	36,000
Total	**$**	**76,000**

Agency/Institution		DFCM Recommendation
Alcoholic Beverage Control		
Paving: Main Warehouse Concrete Paving Improvements	$	116,200
Store 20: Door Repairs and Replacements	$	30,500
Store 11 (Magna): Dumpster Enclosure/Repair Dock Concrete/Add Awning	$	75,000
Roofing: Store #27 (MOAB): Replace Roof	$	83,100
Total	**$**	**304,800**
Capitol Preservation Board		
Travel Council: Pressure Wash and Seal Sandstone	$	61,700
State Office Building: Tunnel Repair/Replace Tunnel Lid	$	900,000
White Chapel: Replace Exterior Front Window with Historic Glass/Front Doors	$	72,000
Capitol Hill Upgrades and Improvements	$	240,000
DUP Museum: Concrete Replacement/Steps/Handicap Ramp/Hand Rails	$	108,000
Travel Council: Install Exterior Lighting	$	96,000
State Office Building: Snowmelt System	$	36,000
State Office Building: Replacement Cement East of the Auditorium	$	240,000
Total	**$**	**1,753,700**
Community and Culture		
Fine Arts Bldg (Glen Dinning): Exterior Wood Rrim/Sidewalks/Irrigation System	$	337,000
Roofing: Fine Arts Bldg (Glen Dinning): Roof Replacement	$	65,000
Total	**$**	**402,000**
Corrections		
Draper: Lone Peak Security Controls	$	1,482,300
Draper: Lone Peak Security System	$	970,300
Draper: Lone Peak Security Gravel Roads	$	408,300
Draper: Security Door Improvements$61,952	$	81,000
Orange Street CCC: Support Building Upgrades $48,688	$	61,000
Draper: Fire System Replacements$192,000	$	236,000
CUCF: Mechanical Upgrades	$	309,500
Draper: Admin/Maintenance Bldg HVAC System	$	150,000
Roofing: Oquirrh #1 & #2	$	50,000
Paving: CUCF Road and Drainage Improvements	$	404,900
Total	**$**	**4,153,300**
Courts		
Statewide: Security Improvements and Upgrades	$	714,600
Farmington Courts: Courtroom lighting and Controls Replacement.	$	77,300
Provo District Court: ADA Accessible Courtroom	$	390,000
Matheson Courthouse: ADA Ramp Replacement and Parking Entrance Wall	$	141,900
Davis Farmington Courts: Add Relief Air Equipment	$	203,200
Provo District Courts: Replace Boiler and Chiller	$	174,100

Agency/Institution		DFCM Recommendation
Courts - Continued		
Matheson Courthouse: Jury Box Modifications	$	450,700
Layton Court: HVAC System Improvements	$	427,000
Matheson Courthouse: Repair Concrete Settling Replace Interior Tile	$	90,000
Vernal 8th District Courthouse: Carpet Replacement and OSHA Hazard	$	232,900
Paving: Provo Juvenile Courts: Seal/Pave Parking Lot and Landscaping	$	115,000
Total	**$**	**3,016,700**
DFCM		
1385 So. State DHS/DWS Bldg Boiler Replacement	$	200,000
Governors Mansion: Carriage House Roof/Seismic Upgrades/Stone Rehabilitation	$	2,000,000
Provo Regional Center: Corridor Wall Finish Upgrades	$	242,900
Cedar City Regional: Replace Carpet	$	78,000
Provo Regional Center: Carpet Replacement/Replace Failed Step Treads	$	506,000
Paving: Moab Regional Ct. - Landscape and Parking Improvements and Sealing	$	85,700
Highland Drive Office Building Renovation	$	350,000
Total	**$**	**3,462,600**
Environmental Quality		
Building #2: Replace Fiber Board Duct Work	**$**	**128,600**
FairPark		
Conference Center: Remodel	$	349,900
Promontory Building: Display Cases	$	69,800
FairPark: Design New Storm Drainage and Sewer System	$	84,000
Total	**$**	**503,700**
Health		
Cannon Building: Repair Chilled Water Piping	$	150,700
Medical Examiner: Electrical/Lighting/Emergency Power/Emergency Generator	$	270,500
Cannon Building: Replace Emergency Generator	$	379,200
Total	**$**	**800,400**
Human Services		
Moab Regional Center HVAC Duct Work	$	160,500
USH: MS Building HVAC Improvements	$	178,000
USDC: Boiler Replacement and Building Repairs	$	2,500,000
USH: Swimming Pool Repairs	$	115,000
Roofing: Developmental Center Auditorium	$	250,000
Roofing: State Hospital - Youth Center	$	70,000
Paving: USH: Paving Center Street	$	270,700
Paving: DJJS: Southwest Youth Center---Parking Lot Paving	$	250,000
Total	**$**	**3,794,200**

Agency/Institution		DFCM Recommendation
National Guard		
Statewide Armory Upgrades	$	1,000,000
Fort Douglas Museum: HVAC Upgrade	$	636,700
Price Armory Bathroom Upgrades & Manti Armory Plumbing	$	898,200
Logan Armory: Boiler Replacement	$	202,500
Paving: Tooele Armory Southeast Parking Lot	$	150,000
Paving: Draper Headquarters Slurry Seal South Parking Lot	$	109,500
Total	**$**	**2,996,900**
Natural Resources		
Administration Building: HVAC System Renovation	$	2,500,000
Paving: Administration Building: Re-seal Parking Area	$	249,500
Parks: BOR Match Starvation State Park	$	1,000,000
Parks: Vernal Fieldhouse Floor Replacement	$	178,300
Parks: Wallsburg Culinary Water Well Improvements	$	95,000
DWR: Whiterocks Fish Hatchery---Demolish and Reconstruct Two Residences	$	639,100
DWR: Egan Fish Hatchery---Raceway Repairs	$	120,000
Total	**$**	**4,781,900**
Office of Education		
State Library: Replace Industrial Dust Collector	$	64,500
Office of Education: Electrical Upgrade Including Generator Upgrade	$	405,500
Paving: Board of Education Main Parking Paving Improvements	$	104,300
Total	**$**	**574,300**
Public Safety		
Richfield DTS Building: Remodel For Highway Patrol Dispatch	**$**	**312,000**
Tax Commission		
Paving: Southvalley DMV Parking Lot Expansion	$	232,000
Exterior Stucco Repair and Pressure Washing	$	28,000
Total	**$**	**260,000**
UDOT		
Parleys Canyon Maintenance Station: Demolish & Replace Existing Station	$	1,103,400
Maintenance Testing Facility: Replace Co-Ray-Vac Heating System	$	250,000
Maintenance Testing Facility: Paint Hallway	$	46,000
Roofing: Cedar Mountain Maintenance Shed	$	205,500
Paving: Calvin Rampton Building: Construct New South Parking Lot	$	332,400
Total	**$**	**1,937,300**
Veterans Affairs		
Salt Lake Nursing Home: Install Nurses Call-Light Monitoring System	**$**	**207,700**

Agency/Institution		DFCM Recommendation
Workforce Services		
Provo North Office: Landscaping and Drainage Issues	$	275,000
Midvale Office: Replace Rooftop Units	$	132,200
Metro Office: Replace Lobby Tile and Carpet	$	73,600
Paving: 1385 South State Parking Lot	$	85,800
Paving: Clearfield Office: Parking Lot Extension and Landscaping'	$	70,900
	$	**637,500**
Statewide Programs		
Capital Improvement Project Management and Audits	$	2,000,000
Facility Condition Assessment Program	$	350,000
Hazardous Materials Survey & Assessment Program	$	417,200
Hazardous Materials Emergency Abatement	$	350,000
Roofing Preventative Maintenance	$	400,000
Roofing Emergency Program	$	200,000
Roofing Seismic Program	$	100,000
Paving Preventative Maintenance	$	500,000
Paving UCI	$	250,000
Emergency Fund	$	800,000
Planning & Design Fund	$	1,000,000
Land Option Fund	$	100,000
Total	**$**	**6,467,200**
Total FY 2009 Improvement Funding	**$**	**82,838,100**
Appropriated by Legislature	**$**	**82,838,100**

Unallocated Roofing Funds to be Allocated by the Building Board

Agency/Institution		Cost Estimate
Snow College: Heat Plant Lower Roof	$	50,000
U of U: Life Science Building Stairwell Roofs	$	65,000
USU: Bear Lake Biological Lab	$	25,000
UCAT: OWATC Cosmetology Building	$	65,000
UCAT: OWATC Business Building	$	90,000
UCAT: BATC Skylight Sealing	$	30,000
DNR: Wildlife Resources Mantua Fish Hatchery (Old Hatchery Building)	$	125,000
DNR: Wildlife Resources Ogden Bay Warehouse	$	30,000
DNR: Wildlife Resources Cache Valley Hunters Ed Main Building	$	75,000
DNR: Parks & Rec Great Salt Lake Marina Restroom	$	75,000
Work Force Services: Clearfield Breezeway Glass	$	30,000
UDOT: Region One Paint Shop	$	60,000
Total	**$**	**720,000**

April 9, 2008

MEMORANDUM

To: State Board of Regents

From: David L. Buhler

Subject: USHE - Follow-up Report: Removing State Sales Tax on Textbooks

Issue

USHE staff is providing a follow-up report regarding the Utah State Tax Commission's statement pertaining to removing state sales tax on textbooks purchased from university and college bookstores and the eligibility requirements for an institution to qualify for the sales tax collection exemption for textbooks (and possibly other course related materials).

Background

In February 2008, representatives of the Utah Student Association (USA) approached certain legislators about the possibility of removing sales tax from textbooks as a way of reducing the cost of education in the state. The USA representatives were advised to contact the Utah State Tax Commission (USTC). After initial review of existing administrative rules, the USTC explained that an institution may be exempt from collecting sales tax on textbooks if the institution holds 501(c)(3) status with the Internal Revenue Service.

On March 26, 2008, USHE staff and institutional representatives hosted a meeting with the Utah State Tax Commission to discuss the administrative ruling regarding the exemption from collecting sales tax on textbooks. The Tax Commissioners, Marc Johnson and Bruce Johnson, were present to discuss the nature of the exemption and the eligibility requirements that must be met in order for an institution to qualify and answer the institutions' questions.

The essence of that meeting reaffirmed that in accordance with Utah Code and administrative rule, those entities qualifying for tax exemption recognized by the Internal Revenue Service under Section 501(c)(3) of the Internal Revenue Code would be exempt from collecting state sales tax as long as the sale was a part of the institution's regular functions and activities. The USTC requested that there be a systematic approach in developing reasonable guidelines for the various bookstores of the institutions. During this meeting, the University of Utah was asked to share its initial guidelines regarding the implementation of removing sales tax on textbooks with USHE staff and the other institutions for consideration and possible adoption and/or revision for a state-wide policy on this issue (see attached copy). The USTC has also initially authorized "related course materials" which can include materials required by courses beyond textbooks.

Finally, the USTC clarified that institutions which were applying in good faith for the 501(c)(3) status could elect to begin their exempt status immediately and that the USTC would not audit and impose retroactive sanctions if the application for 501(c)(3) status was denied as long as the institution resumed collecting sales tax. Currently all USHE institutions except for the College of Eastern Utah and Utah College of Applied Technology, both currently in application status, have received a 501(c)(3) designation.

Institutions are taking the following positions on this matter:

Institution	Effective Date	Products Included in Exemption
UU	03-31-08	Books & course packets (see attached copy of guidelines)
USU	04-01-08	Books only initially; will broaden in future
WSU	04-01-08	Books only
SUU	04-01-08	Books only
SC-Richfield	04-01-08	Books & required supplies
DSC	04-01-08	Books only
CEU	04-14-08	Books & required supplies
UVSC	04-01-08	Books only
SLCC	04-01-08	Books, catalogs, course packets & shop-card sales
UCAT	07-01-08	In discussion

Policy Issues

At this time, the Board of Regents does not have a system policy regarding exemption of collecting sales tax on textbooks and other related course materials. Research and dialogue on a standard guideline is in process.

Commissioner's Recommendation

This is an information item and no action is needed at this time.

_____

David L. Buhler
Interim Commissioner of Higher Education

DLB/MHS/TC
Attachment

University of Utah
University Campus Store
Textbook Sales Tax Exemption Guidelines
3-31-08

Introduction: U of U Administration, Associated Students U of U (ASUU) and the University Campus Store (Bookstore) recognize the impact that the high cost of textbooks has on students. With the support of ASUU, faculty and the Campus Store, many programs have already been implemented at the campus level to help reduce the overall cost of textbooks to students. These programs include guaranteed buyback, e-books, textbook rental, and increased availability of used textbooks. The U of U recognizes that ASUU took a lead role in promoting a sales tax exemption on textbooks. Such an exemption will have a significant impact on reducing the overall cost of textbooks to students.

Basis of Exemption: The University of Utah is recognized by the Internal Revenue Service (IRS) as a 501(c)(3) charitable institution. The University of Utah is also considered a political subdivision of the state of Utah for certain purposes. Due to discrepancies in the Utah code for sales tax applicability on sales from a charitable organization versus a political subdivision, the Utah State Tax Commission has clarified that a charitable organization, regardless of political subdivision status, may exempt mission related sales from sales tax under Utah Code Section 59-12-104(8). The sale of textbook materials supports the mission of The University of Utah … "to serve the people of Utah through … the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement." Textbooks play a significant role in fulfilling the teaching mission of the University of Utah. Therefore, the sale of textbooks through the University Campus Store, a department of the University of Utah, is exempt from Utah state sales tax.

U of U Textbook Sales Tax Exemption Guidelines: The implementation of the textbook sales tax exemption will be specifically limited to certain transactions consistent with Utah State Tax Commission clarification to maintain the best interest of University students and the long-term viability of the sales tax exemption. For purposes of the textbook sales tax exemption, the U of U has defined textbooks as printed or electronic reading or reference materials requested through the textbook adoption process by a University department, professor, or teaching assistant, to be available and sold through the University Campus Store (also applies to course packets sold through Print and Copy Services). These textbooks and course packets are defined as and limited to:

- Required, recommended, or optional bound textbooks/course packets.
- Required, recommended, or optional electronic textbooks.
- Required, recommended, or optional rental textbooks.
- Required, recommended, or optional study/class aides.

All other goods sold through the University Campus Store will be subject to the applicable sales tax, including all other educational materials or products, such as blue books, computer hardware, system software, school/office supplies and art supplies.

Effective Date of Exemption: March 31, 2008

April 11, 2008

MEMORANDUM

To: State Board of Regents

From: David L. Buhler

Subject: UHEAA – Information Update

Issue

The Utah Higher Education Assistance Authority ("UHEAA") Board of Directors ("the Board") met on March 27, 2008 under the direction of UHEAA Board Vice-Chair, Fred Hunsaker. The Board reviewed several action and information items including a detailed report concerning the turmoil in the credit markets and the resulting challenges of financing student loans (see attached copy of UHEAA Board of Directors Report C, "Student Loan Financing, Current Challenges"). The Board approved a resolution to continue making new student loans, suspend borrower benefits on consolidation loans, use UHEAA's financial reserves to cover projected operating losses, and to meet more frequently during this time of credit crisis to regularly monitor UHEAA's financial status. The Board also took the following actions:

- Approved two new investment options for UESP.
  - An option for an FDIC-insured bank certificate of deposit
  - An option for an investment with a greater percentage of the asset allocation invested in international equity funds.
- Approved a UESP scholarship for youth transitioning out of state foster care to adult living.
- Approved Money Management Investment Reports for UHEAA and UESP.
- Approved a two-year contract extension of UHEAA's comprehensive college outreach website, UtahMentor, and noted the record-high usage of UtahMentor.org of nearly 3.0 million page hits in February 2008.
- Appointed two new members to UHEAA's Audit Committee, Ed Alter and Ruth Henneman.

The Board also reviewed several information reports including a summary of legislation affecting UHEAA and UESP from the 2008 General Session of the Utah State Legislature. The Board noted the extensive outreach activities performed by UHEAA and UESP. The Board also congratulated the staff for receiving a clean audit from the State Auditor's recently-concluded fiscal 2007 audit.

Commissioner's Recommendation

This report is for information only. No action is needed.

_____

David L. Buhler
Interim Commissioner of Higher Education

DLB/DAF
Attachment

uheaa
UTAH HIGHER EDUCATION
ASSISTANCE AUTHORITY

www.uheaa.org

FOR ACTION

UHEAA BOARD OF DIRECTORS

REPORT C

Student Loan Financing: Current Challenges

March 27, 2008

INTRODUCTION

These are the most challenging times in the history of the student loan program. The credit crunch that was sparked by problems with residential mortgages has disrupted the student loan credit markets and is spreading to the broader economy. The combination of the credit market problems and the legislative cuts passed in September 2007 has resulted in a sharp increase in UHEAA's interest costs, diminished UHEAA's ability to raise needed capital to finance student loans, and reduced UHEAA's operating margins.

At the March 27, 2008 meeting, Executive Director David Feitz will lead a discussion to promote understanding of these challenges, explore UHEAA's options, and recommend an action plan. Mr. Paul Wozniak, UHEAA's investment banker from UBS, and Mr. Blake Wade, UHEAA's bond counsel from Ballard Spahr, will discuss the current environment of the student loan financing market. UHEAA's financial staff members, Richard Davis, David Schwanke, and Bob McRae, will present pro forma financial statements showing the estimated financial impact of these challenges on UHEAA.

At the conclusion of the presentations and discussions, the UHEAA Board will be asked to approve the recommendations provided below. The recommendation seeks to preserve UHEAA's market by sending a signal to UHEAA's participating schools of our intention to make loans for the fall. We propose to make modest adjustments to UHEAA's borrower benefits and grants but leave the core, "no fee" borrower benefits in place to provide an uninterrupted source of low-cost educational loans for students.

(801) 321-7200
(800) 418-8757
TDD (801) 321-7130
Fax (801) 321-7299
uheaa@utahsbr.edu

P.O. Box 45202
Salt Lake City, Utah
84145-0202

Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, UT
84101-1284

RECOMMENDATION

With the understanding that UHEAA's financial reserves will be used to cover the 2008 fiscal year losses created by the current credit crisis and congressional action to reduce student loan yields, the Executive Director recommends the following borrower benefit and UHEAA Grant reductions:

- **Suspending the 0.25% auto-debit borrower benefit for consolidation loans first disbursed on or after May 1, 2008; and,**

- **Suspending the 2.00% principal balance reduction benefit after 48 on-time payments for Stafford and PLUS loans first disbursed after May 1, 2008; and,**

- **Reducing the previously-approved UHEAA Grant amount of $720,000 for the fiscal year beginning July 1, 2008 to $360,000.**

In addition, the Executive Director recommends close monitoring of UHEAA's financial status and regular reports to the UHEAA Board with the possibility of further modifying UHEAA's borrower benefits in the future.

Discussion Notes

UHEAA Board of Directors

Student Loan Financing: Current Challenges
Tab C
March 27, 2008
David A. Feitz

"I used to think if there was reincarnation, I wanted to come back as the president or the pope or a .400 baseball hitter. But now, I want to come back as the bond market. You can intimidate everybody."

James Carville
Former Adviser to President Bill Clinton

1. Challenging Times: Congress and the Credit Markets

a. One-two punch (see January 28, 2008 update, attached)

b. Congressional cuts: $40 billion in two years
- UHEAA yield for loans after 10/1/07 is cut by 0.40%

c. Credit Markets: Collapse of auction rate securities market
- Auction rates: workhorse of the student loan industry
  --Average UHEAA net earnings for past 10 years—$14 million
- Failed auctions (see February 13, 2008 update, attached)
- Shaken investor confidence
  --Severe liquidity problems
- Problems sparked by mortgage crisis
- Difference between student loan and mortgage
  --Student loans: government guarantee
  --Reputation as safe, high-quality investments
- UHEAA swept along in negative market conditions

d. Results of one-two punch
- Spike in UHEAA interest rate costs
- Impaired ability to raise new capital going forward
- Diminished operating margins
- Lenders reevaluating their participation

2. What We Are Doing About the Crisis

a. Reaching out to schools and lenders
- Time for concern. Not a time for panic.
- Avoid stampeding schools to the direct loan program
  --More expense to taxpayers.
  --Fewer services to students.
  --Not the answer for Utah

b. Seeking every possible financing solution

c. Urging Congress to become involved
- Bipartisan letters sent to Secretary of Treasury and Education
- Senator Hatch signed on (see March 15, 2008 update and attached letters).

d. Cost containment: $10.55 million
- Personnel: salary and benefits estimated fiscal year savings—$850,000
  --Hiring freeze implemented in fall 2007
  --Reorganization following Jim Ginos' passing
  --Budgeted positions which remain intentionally unfilled
  --Reorganization: risk mitigation area reduction in force
- Lender Premium Reduction: estimated annual savings—$3.4 million
  --Lender premiums cut by two-thirds
- Borrower Benefits Reduction: estimated annual savings—$5.4 million
  --Auto-payment benefit reduced from 1.25% to 0.50%
- Servicing Efficiencies: estimated annual savings—$800,000
  --Servicing costs as a percentage of the portfolio have declined from 0.78% to 0.46% in five years
- Interest Statement Handling: estimated annual savings—$100,000
  --Recent example of continued efficiencies by directing borrowers to uheaa.org rather than mailing hard copy statements

e. Scenarios
- Worst case
  --Markets don't turn around
  --UHEAA no longer functions
  --Direct loan program replaces UHEAA
- Best case
  --Markets rebound
  --UHEAA absorbs short-term losses with financial reserves
  --UHEAA continues

f. Lender of Last Resort: U. S. Department of Education

3. UHEAA Advantages

a. Financial reserves: staying power
b. Equity
c. Low overhead
d. Large portfolio of pre-October 1, 2007 loans

e. High-quality assets
f. 30-year commitment with demonstrated success and superior services to students
g. UHEAA has one of the best names in the industry.

4. Action Plan: Commitment to Students

a. Weather the storm
b. Use financial reserves as a bridge to better times
c. Need to act now
   - Financial aid packages are being sent now for the fall semester --Student information and planning
d. Continue current borrower benefits with minor modifications
   - Competitive
   - Preserve market

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The Salt Lake Tribune http://www.sltrib.com

Zions to drop out of student lending

Utah students can still borrow money from other banks, higher ed

By Paul Beebe
The Salt Lake Tribune
Salt Lake Tribune

Article Last Updated:03/27/2008 01:28:29 AM MDT

Zions Bank is joining other big banks in getting out of the federal program to make government-guaranteed student loans, the consequence of subsidy cuts that have made lending to students unprofitable.

The largest Utah-based bank will stop accepting new loan applications through the Federal Family Education Loans program Monday and instead will substitute new programs Zions is developing that will be in place later this spring, a spokesman said Wednesday.

There is money available through other sources, though now there will be fewer of them.

"Given the changes in legislation that have taken place, it really has made it not viable from a financial standpoint to continue accepting applications for government-guaranteed student loans," said Zions' Rob Brough.

In September, Congress enacted the College Cost Reduction and Access Act, which makes college more affordable by cutting loan interest rates in half, increasing Pell Grant awards and creating an income-based loan repayment program.

But the bill also trimmed subsidies to banks. Lenders now receive reduced rates of returns from the government for offering education loans, motivating many big banks to pull out of the FFEL program for the 2008-2009 academic year.

"There were significant changes to the federal loan program, including some fairly dramatic cuts in lender subsidies that make it more difficult for commercial banks to stay in this business," Brough said.

Zions is the latest bank to drop out of FFEL. At least 26 other lenders have suspended their programs since last fall, said Mark Kantrowitz, publisher of FinAir.org, a student financial aid Web site. Another seven lenders offering student loan-consolidation programs also have departed.

"That many lenders leaving is unprecedented. Those lenders who have left represent almost 10 percent of the Stafford and PLUS loan volume and almost 30 percent of the consolidation loan volume," Kantrowitz said.

The Stafford program allows students to borrow up to $23,000 for higher education. PLUS loans that can cover the full cost of an education are available to students and parents. Consolidation programs allow graduates to roll several loans into one. The programs are the main types of federal student loans, Kantrowitz said.

It is unclear how big Zions' share of the Utah student loan market is. Brough didn't have figures.

But according to FinAir.org, Zions wrote $86 million in new education loans in 2006, the latest year for which the Web site has figures, putting the bank at No. 61 among the nation's top 100 lenders.

Zions' departure from the federal program might be a blow to Utah students, but there will still be plenty of money available this fall. Wells Fargo, another big lender in the state, has no plans to exit FFEL. And the Utah Higher Education Assistance Authority, which makes student loans, has financial reserves that should be enough to meet student needs this year, executive director David Feitz said.

"So even if other lenders drop out, we think we've got some staying power that we can ride out these problems and weather the storm, and obviously look to a time when the credit markets rebound," Feitz said.

Kantrowitz said the credit crunch also is driving lenders to suspend student loans. Many banks sell student loans to secondary buyers who finance their investments by borrowing from capital markets. As those funds become harder to tap, secondary borrowers have less money to invest in packages of student loans, making it harder for banks to sell their loan portfolios, he said.

pbeebe@sltrib.com

*** What happens if I already have a student loan from Zions Bank?**

That loan is still in force.

*** Will Zions offer other types of student loans in the future?**

The bank is developing its own loan products, which will be ready in time for the fall semester.

*** Are student loans available elsewhere?**Other big banks, such as Wells Fargo, are still making education loans. The Utah Higher Education Assistance Authority (801-321-7294) says it has money to lend.

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David Feitz

From: David Feitz

Sent: Monday, January 28, 2008 6:38 AM

To: Arnie Combe; Cory Duckworth; Dave Buhler; David Jordan; Ed Alter; Fred Hunsaker; Jerry Atkin; Josh Reid; Maria Sweeten Soliz; Mark Spencer; Nolan Karras; Norm Tarbox; Ruth Henneman; Steve Nadauld; Troy Smith

Cc: Amanda Covington; Bob McRae; Blake K. Wade; Brenda Cox; Dave Schwanke; Dirk Anderson; Harden Eyring; Jan Tyler-Bayly; Kent Larson; Lynne Ward; Michael Nemelka; Paul Packard; Paul Wozniak (Paul.Wozniak@ubs.com); Richard Davis; Spencer Pratt; Tom Anderson; Troy Runnells

Subject: Credit Market Turmoil: UHEAA Continues as a Stable Source of Student Financial Aid

Attachments: bwam011808.pdf

Introduction
Thank you for your service on the UHEAA Board of Directors. We continue to make a difference in the lives of tens of thousands of students and their families through our college savings, student loan, and grant and scholarship programs. These are challenging times in the student loan world, and I'm providing this update to promote understanding of the issues and explain how we are proceeding.

Credit Problems Hit Student Loan Credit Markets
The credit crunch that was sparked by problems with residential mortgages is spreading to the broader economy and is disrupting the markets where student loan providers, including UHEAA, have obtained cost-effective credit for many years. The depth and duration of these credit market problems is unknown, but many analysts are predicting a lengthy period of continued difficulties. Regent Karras recently shared with me an article which indicates only about $100 billion of an estimated $420 billion problem mortgages have been acknowledged by loan holders, which likely means continuing economic turmoil and further announcements by major lending institutions of more financial losses (see attachment for text of the article).

Economic Stimulus Package and Federal Rate Cut
In an unusual display of bipartisanship and compromise, House leaders and the Bush Administration recently reached an agreement on a stimulus package designed to bolster the economy. The $150 billion package includes tax breaks for both consumers and businesses, but the centerpiece is a $100 billion tax rebate program for approximately 117 million families. House and Senate leaders hope to have final legislation to the President before the February 18, 2008 President's Day recess. In another major development, ahead of the stimulus agreement, the Federal Reserve early last week slashed the federal funds rate by 0.75%, the largest single cut in recent memory.

So far, Wall Street has been unimpressed with the rate cut and the proposed stimulus package. Whether these measures will prevent the economy from slipping into a recession is stirring much debate. Some Senators are arguing that the steps being taking are not enough and will not immediately stimulate the economy. In a recent meeting of the Student Finance Subcommittee, Steve Nadauld aptly expressed that these actions to stimulate the economy are like trying to "push on a string," and there is no assurance that the "pushing" will have any effect on the end of the string where the results are needed.

Obviously, in a climate like this, we are concerned about increases in student loan borrower delinquency if the economy worsens. We are closely monitoring delinquency rates in our portfolio, but it is too early to draw any conclusions. As we mentioned last spring, we have formed a special group within UHEAA to offer assistance to seriously delinquent borrowers who are at risk of defaulting and are continuing to have some success with our approach.

Increases in UHEAA's Cost of Funds
The combination of the credit market disruption and the legislative cuts passed in September 2007 has been a "one-two" punch for the student loan program. In the face of eroding profitability of federally-guaranteed student loans originated after October 1, 2007, we have taken steps to reorganize, cut our costs, reduce lender premiums, and regrettably, reduce our borrower benefits. More cuts may be needed and will be proposed to the Board as necessary.

During this credit crunch, UHEAA's cost of funds has risen. In consultation with our financing team, the Student Finance Subcommittee has recommended changing some parameters within our bond documents to allow the interest rates UHEAA pays to float higher through May 31, 2008. The Board of Regents will vote on the recommendation of the Subcommittee at a special Board of Regents meeting to be held on Tuesday, January 29, 2008. We have also scheduled a meeting with our financing team to discuss our financial strategy and explore all available options.

Importance of Keeping UHEAA Strong
Some lenders, including the nation's largest student loan lender, Sallie Mae, have indicated they are planning to scale back on student loans (see Wall Street Journal article below). UHEAA has no plans reduce the availability of student loans in our program. UHEAA remains a stable source of student loans and financial aid. Announcements like this one from Sallie Mae are exactly why UHEAA was formed nearly 30 years ago—to assure a steady stream of education credit when for-profit organizations falter. Even if some of UHEAA's partner lenders decide to no longer make student loans, UHEAA has statutory authority to make the loans directly, if needed, and we are well positioned to do so both financially and operationally.

UHEAA has weathered credit crises before, and I believe we will weather this one as well. UHEAA's low overhead, our ability to issue lower-cost, tax-exempt bonds, our cash reserves, and a strong revenue stream from UHEAA's large portfolio of pre-October 1, 2007 loans all add to our strength and continued viability.

I will keep you informed of additional developments. I look forward to seeing you at our March 27, 2008 UHEAA Board meeting. If you have any questions or need additional information, please contact me directly. Thank you. Dave

David A. Feitz
Executive Director
UHEAA
Board of Regents Building
The Gateway
60 South 400 West
Salt Lake City, UT 84101
801.321.7210
dfeitz@utahsbr.edu

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January 5, 2008

Sallie Mae Plans To Scale Back Student Loans

By KEVIN KINGSBURY
January 5, 2008; Page A3

SLM Corp. said it would cut back on its main business of lending to students because of turmoil in the credit markets and a new federal law that slashed subsidies to the private companies that make government-backed student loans.

The statement, in a Securities and Exchange Commission filing, shows that the largest student-loan firm, commonly known as Sallie Mae, is struggling to find its footing amid a host of challenges and missteps.

Last month, a $25 billion takeover of Sallie Mae by a group of investors, led by private-equity firm J.C. Flowers & Co., fell through. Earlier in the year, Congress slashed billions in subsidies to student lenders, damaging the company's prospects. And last week, diluting the value of its stock, Sallie Mae raised $3 billion in two stock offerings to pay off a soured bet on its stock price and shore up its credit rating.

In broadly lower 4 p.m. New York Stock Exchange Composite trading, SLM shares were down 13%, or $2.49, to $16.67. The buyout agreement was for $60 a share.

In yesterday's filing, the Reston, Va., company said it would be "more selective" in originating both government-backed student loans and private loans -- those not guaranteed by the federal government. The more-profitable private loans make up about 17% of Sallie Mae's $160 billion student-loan portfolio, and the company has indicated it expects to focus more on that line of work. The company has said that its higher financing costs, as well as the subsidy cuts, will reduce and possibly eliminate the profitability of making new government-backed loans.

At the same time, reiterating earlier remarks last month by Albert L. Lord, Sallie Mae's chief executive, the company said it expects "to see many participants exit the student loan industry" because of the subsidy cuts and difficult credit conditions. As a result, the lender said it expects to partially offset declining loan volume by "increased market share taken from participants exiting the industry." Sallie Mae said it also plans to eliminate "certain borrower benefits," such as discounts for those who make on-time payments.

Demonstrating another financial challenge, the company said it is also continuing to work to refinance a $30 billion line of credit that "effectively terminates" on May 16. Sallie Mae said its financing costs "will increase substantially" if the credit line isn't refinanced on or before Feb. 15.

Write to Kevin Kingsbury at kevin.kingsbury@dowjones.com[1]

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(1) mailto:kevin.kingsbury@dowjones.com

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David Feitz

From: David Feitz

Sent: Wednesday, February 13, 2008 10:00 AM

To: 'Arnie Combe'; 'Cory Duckworth'; Dave Buhler; 'David Jordan'; 'Ed Alter'; 'Fred Hunsaker'; 'Jerry Atkin'; 'Josh Reid'; 'Maria Sweeten Soliz'; Mark Spencer; 'Nolan Karras'; 'Norm Tarbox'; 'Ruth Henneman'; 'Steve Nadauld'; 'Troy Smith'

Cc: Bob McRae; Brenda Cox; Dave Schwanke; Jan Tyler-Bayly; Kent Larson; Lynne Ward; Michael Nemelka; Richard Davis; Tom Anderson

Subject: Credit Markets: Continued Problems Affecting Student Loan Financings

Attachments: Credit Market Turmoil: UHEAA Continues as a Stable Source of Student Financial Aid

As I mentioned in my January 28, 2008 report (copy attached), we were expecting continued difficulties in the financial markets where UHEAA obtains credit for student loans. These markets and auction-rate financing structures, which have served UHEAA well for more than a decade, have become increasingly unstable since my last report. See the Wall Street Journal article entitled, "Student-Loan Issues Under Stress, at the end of this email.

Nervous investors have retreated in recent days from the market for securities backed by student loans and municipal bonds. Securities tied to government-backed student loans have traditionally been considered "safe" investments. Unfortunately, even with the government backing, demand for student loan auction securities has weakened ever further and several student loan auctions, including two auctions backed by UHEAA's loans, have failed. Failed auctions are a serious development and will result in a higher cost of funds for student loan organizations throughout the country.

UHEAA's cash reserves, accumulated from years of conservative financial management, will help us weather these volatile times. We are continuing to explore alternative financing arrangements and are keeping a close watch on the financial markets. I will keep you informed of further developments. Dave

David A. Feitz
Executive Director
UHEAA
801.321.7210

February 11, 2008

Student-Loan Issues Under Stress

By LIZ RAPPAPORT and KAREN RICHARDSON

February 11, 2008; Page C1

Securities tied to student loans, another seemingly safe corner of the credit markets, are succumbing to the credit crunch. Wall Street's financial-engineering machine bundles together long-term student loans and uses them as collateral for short-term investments owned by money-market investors. Since Thursday, auctions of these securities conducted by **Goldman Sachs Group** Inc., **J.P. Morgan Chase** & Co. and **Citigroup** Inc. have failed to generate investors' interest, leaving roughly $3 billion of such securities in a sort of limbo.

Under normal conditions, the banks would step in when investor demand is weak -- just as a specialist on the New York Stock Exchange intervenes to keep trading liquid in a stock. Because big banks are already bloated with other kinds of loans and bonds they are trying to get rid of, they have been allowing the auctions to fail.

That, in turn, is pushing up interest rates for the securities and leaving them in the hands of investors who might have intended to get rid of them.

"Investors are seeking safety right now," says Joe Lynagh, portfolio manager at T. Rowe Price who runs tax-exempt money-market and other short-term investments.

These auction failures are a sign of the extreme stress in markets for an array of investments with complex structures or unusual designs. Wall Street created a boom in these kinds of investments in the past decade, bundling together everything from subprime mortgages to municipal bonds and corporate debt, and creating complex instruments out of them. Investors, especially fund managers, are now shunning the products for fear they could decline in value.

In this case, the student loans are typically backed by the federal government as part of the Federal Family Education Loan Program. The securities they go into are called auction-rate securities.

Issuers like SLM Corp. (known commonly as **Sallie Mae**), Educational Funding of the South (EdSouth), Brazos Higher Education Service Corp. and College Loan Corp., among others, have had auctions fail, say investors who participate in that market.

These issuers finance their lending programs in part by pooling together loans and using them as collateral for these securities, which they sell to investors as an alternative to cash. While the loans are long-term loans that run for decades, the securities they issue have interest rates that reset in auctions every few weeks, a bit like adjustable-rate mortgages. Wall Street creates similar auction-rate markets for municipal bonds, corporate debt and other instruments.

Moody's estimates the auction-rate market for federally backed student loans, called Slars, or student-loan-backed auction-rate securities, is $80 billion to $90 billion out of a total $325 billion-to-$360 billion market for overall auction-rate securities.

A failed auction essentially means that when the debt comes due for investors to bid on again, dealers like Citi, J.P.

Morgan or Goldman can't find anyone interested.
The banks aren't required to step in and buy the debt themselves. Instead, when the auction fails, the banks can stay on the sidelines. When they do, the securities are left in the hands of investors who already hold them and might be trying to auction them off. The interest rate, rather than being a market-based rate, then gets reset based on a formula written when the securities were originally sold.
"We're not a liquidity provider," said one banker involved in the market.
Rates in this market have been moving higher because demand is drying up, pushing up borrowing costs for student-loans firms, and ultimately student borrowers. Rates in the auction-rate markets broadly have risen from 3% to about 5%, according to Municipal Market Advisors.
A spokeswoman for Citigroup said, "We have seen widening spreads, reduced demand for certain auction-rate securities and failed auctions." In some of those auctions, she said, "Citi acted as broker dealer." A spokesman from Goldman Sachs declined to comment. A spokesman from J.P Morgan didn't comment.

David Feitz

From: David Feitz

Sent: Saturday, March 15, 2008 7:24 PM

To: 'Arnie Combe'; 'Cory Duckworth'; Dave Buhler; 'David Jordan'; 'Ed Alter'; 'Fred Hunsaker'; 'Jerry Atkin'; 'Josh Reid'; 'Maria Sweeten Soliz'; Mark Spencer; 'Nolan Karras'; 'Norm Tarbox'; 'Ruth Henneman'; 'Steve Nadauld'; 'Troy Smith'

Cc: Bob McRae; Brenda Cox; Dave Buhler; Dave Schwanke; Diane Carlson; Dirk Anderson; Harden Eyring; Jan Tyler-Bayly; Joyce Cottrell; Kent Larson; Lindsay Mortensen; Lynne Ward; Mark Spencer; Michael Nemelka; Paul Packard; Richard Davis; Sheri McFall; Spencer Pratt; Tom Anderson; Troy Runnells

Subject: Continued Challenges in Credit Markets

As I have been reporting, challenges in the credit markets where UHEAA finances student loans continue and have been worsening in recent times. Yesterday's emergency funding action to help Bear Stearns, one of the nation's oldest and most respected financial firms, coupled with the Federal Reserve's move earlier this week to pump $200 billion into the credit markets, illustrate the seriousness of the problems, which are now affecting colleges and universities, see article below.

These credit market problems leave UHEAA with overwhelming interest rate costs and the inability to raise additional capital. We continue to seek every possible solution to these problems and recently obtained Senator Hatch's agreement to sign a letter to the Secretaries of the Treasury and Education, urging them to act to assure continued, uninterrupted access to student loans. We have been meeting with UHEAA's Student Finance Subcommittee and have recently taken action through the Board of Regents' Executive Committee to adjust certain parameters within our bond documents to save interest costs.

At the March 27, 2008, UHEAA Board meeting, we will more fully describe the challenges and discuss options. UHEAA has many advantages, including financial reserves to help us weather these problems. Our plan is to use these reserves as a bridge to better times when the credit markets improve and to continue making low-cost student loans available to our students as UHEAA has been doing for the past 30 years. Please contact me if you have any questions or need additional information. I look forward to seeing you on March 27. Dave

David A. Feitz
Executive Director
UHEAA
Board of Regents Building
The Gateway
60 South 400 West
Salt Lake City, UT 84101
801.321.7210
dfeitz@utahsbr.edu

With the Collapse of Variable-Rate Markets, Some Colleges Face Staggering Debt Costs

By BRAD WOLVERTON

Dozens of colleges and universities, including some of the country's wealthiest institutions, are facing a sharp rise in interest payments on a whopping mound of debt.

About a third of the nearly 300 private institutions rated by Moody's Investors Service are financing more than half their debt with variable-rate bonds, some of whose rates have skyrocketed in recent

weeks.

Many colleges are scrambling to restructure hundreds of millions of dollars of debt, as the interest payments double or triple beyond what they had budgeted and a long-term rise in rates appears possible. In recent weeks, Boston, Stanford, and Syracuse Universities, among others, have considered moving to fixed-rate securities. Many other colleges are contemplating similar moves.

The changes are costing some institutions hundreds of thousands of dollars—assuming they can find banks to do business with. The refinancing market has tightened in recent weeks, leading some financial institutions to turn away colleges or require them to put up collateral to guarantee their bonds.

"Banks are dictating what they want and how they want it," said Humberto F. Gonsalves, senior vice president for finance at Simmons College, who has heard of financial institutions' charging fees as high as one percent in recent weeks for converting variable-rate bonds. "They've got you by the short hairs, and they're yanking on them."

A Failing Market

As the economy continues to sputter, colleges face various credit stresses. Some of the biggest problems have happened with auction-rate securities and variable-interest demand notes, two popular methods colleges use to finance their long-term debt. The private colleges alone rated by Moody's have an estimated $7-billion of auction-rate debt.

The auction-rate market, in which interest rates on bonds reset frequently based on market conditions and investor interest, began unraveling late last year after the credit ratings of several bond insurers were downgraded. That caused many investors to bail out of the market, leaving colleges to pay higher interest rates—in some cases as much as 15 percent—or look for alternative financing.

Both large and small institutions have faced problems. On Tuesday, Moody's downgraded the debt rating of the Colorado School of Mines in part because of the large proportion of its debt that is held in variable-rate bonds. What worried Moody's more than the institution's $54-million in such debt was the relatively small amount of operating cash—just $24.9-million—it has to weather a market downturn.

A similar debt structure has added risk for Simmons College, which has nearly $100-million of variable-rate debt, compared with $51.6-million of unrestricted resources. That was one reason Moody's gave it a negative ratings outlook last month.

On Tuesday, Simmons officials said they had secured a bank letter of credit to convert $49.6-million of the college's debt to fixed-rate bonds to help construct a business building and a parking garage. The increased fees will be amortized over the remaining 28-year life of the bond, diminishing the hit on this year's budget.

Institutions with larger reserves have not had as many problems. Michigan State University has issued nearly all of its $558-million of debt in variable-rate modes. But the university has $1.8-billion of total financial resources, which have grown by 42 percent the past few years. That has given it sufficient operating flexibility to absorb the "unexpected exposure" to variable rates, Moody's said in a report last year.

But even the wealthiest institutions have not been immune to the market's recent fluctuations. Stanford University saw variable rates on a $186-million auction note climb to 8 percent one week last month—

five percentage points higher than normal, said Randy Livingston, vice president for business affairs and chief financial officer. The spike cost the university nearly $180,000.

This week Stanford pulled that bond out of the auction-rate market, and it is considering converting $130-million more in auction-rate securities into a less-risky instrument.

"We were caught by surprise when the turmoil in the market affected our securities," Mr. Livingston said. "The market has basically disintegrated."

What's Ahead

Plenty of institutions have experience managing variable-rate debt, and many plan to continue issuing bonds with fluctuating rates.

In some cases, variable rates have saved institutions millions of dollars by helping them avoid higher fixed payments. Syracuse University officials said they had saved more than $20-million since first securing variable-rate bonds, in 1999.

The university was not as fortunate in February, when the interest rate on one of its $80-million auction bonds jumped to 11 percent. Over the past three years, the rate on that bond has hovered around 3 percent, said Louis G. Marcoccia, executive vice president and chief financial officer.

This week Syracuse redeemed the bond, arranging a 3.4-percent fixed rate. "We didn't want to be subject to what might happen in the variable-rate debt market the next few months," Mr. Marcoccia said. "This will take us through our next debt issuance and give us time to see what happens in the market."

Analysts at Moody's plan to keep a close eye on the variable-rate market over the next few months. As of now, though, they do not believe the recent fluctuations will drive widespread ratings changes.

"The stress caused by dramatically higher rates is painful, but we don't expect it will have a significant impact on credit quality," said Roger Goodman, a Moody's vice president. The operating cash and endowment assets many institutions have, he said, "should help them deal with shorter-term periods of stress."

Still, he added, there is much uncertainty in the market. And some institutions, he said, could face the "serious possibility" of repaying large portions of their debt over a short period of time.

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Congress of the United States

Washington, DC 20515

February 15, 2008

The Honorable Henry M. Paulson, Jr.
Secretary of the Treasury
U.S. Department of the Treasury
1500 Pennsylvania Avenue, NW, Room 3330
Washington, DC 20220

The Honorable Margaret Spellings
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW, Room 7W301
Washington, DC 20202

Dear Secretary Paulson and Secretary Spellings:

We write to express our strong concern over a growing problem in the capital markets that could threaten the availability of student loans under the Federal Family Education Loan Program (FFELP). We urge you to work without delay within your organizations and with appropriate federal financial institutions and overseers to address this problem before it significantly decreases access to higher education opportunities for students and their families.

Specifically, many lenders participating in the FFELP engage in securitizations as a strategy to help the financing of student loans. As a result of the ongoing credit crunch, however, many of these lenders are now facing severe liquidity problems in this marketplace. In fact, there have been several reports of lenders leaving the Federal Family Education Loan Program as a result of the thin margins on these loans. Most recently, College Loan Corporation, one of the largest FFELP lenders, announced that it will end its participation in the FFELP.

Although student loan securitizations are safe, high-quality investments, financing education loans through the asset-backed securities market has become uneconomical in the current environment. At the same time, the ongoing credit crunch has caused the asset backed securities market to contract significantly. In the past several days, many student loan lenders have seen auctions for their securities fail, shaking the confidence of investors who value liquidity. Once started, this pattern of failed auctions could continue to affect the entire $80 billion student loan auction rate securities market.

In a January 28, 2008 *Financial Times* article, former Treasury Secretary Lawrence Summers also recognized the problem and called for either public or private measures to address it. Specifically, he said:

> "While attention to date has focused on capital infusions into existing institutions, it would be desirable for capital to be injected into new institutions that do not have the legacy problems of existing ones and can meet the demand for new lending…There are grounds for concern about the adequacy of the flow of lending for student loans, automobiles, consumer credit and non-conforming mortgages. In each of these areas, there may be a need for collective private action or for government measures."

We, too, are very concerned that this problem could, unless quickly addressed, result in long-term financing disruptions for higher education opportunities. The FFELP presently helps 80% of students obtain their financing. The U.S. Department of Education also projects that

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nearly $60 billion in new FFELP loans will be needed for 6.7 million borrowers in the 2008-09 academic year to help students pursue a post-secondary education. A mere 10% disruption in the FFELP market could therefore interrupt financing for more than 670,000 borrowers.

Lenders in the Federal Family Education Loan Program have provided the private capital that has enabled tens of millions of Americans to obtain an affordable college education. As unrest in our credit markets affects Americans in so many other ways, it is imperative that the FFELP remain strong and the cost of education finance remain as low as possible.

To that end and consistent with all applicable law and regulation, we urge you to engage with each other and with federal financial institutions such as the Federal Financing Bank, the Federal Home Loan Bank System, the Federal Reserve System, and other appropriate entities to encourage them to use their existing authorities, including lender of last resort, in a timely manner to assist in ensuring liquidity and the availability of various financing mechanisms for the purpose of bringing stability to the student loan financing market. Please also keep us informed about your efforts to address these important matters.

Sincerely,

Paul E. Kanjorski
Member of Congress

Brad Sherman
Member of Congress

Joe Baca
Member of Congress

Tim Mahoney
Member of Congress

Dennis Moore
Member of Congress

Ed Perlmutter
Member of Congress

Paul W. Hodes
Member of Congress

Gregory W. Meeks
Member of Congress

Ruben Hinojosa
Member of Congress

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Member of Congress

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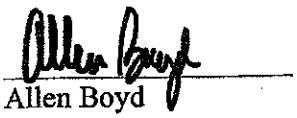
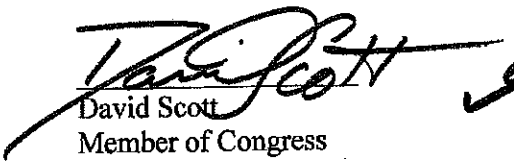


Allen Boyd
Member of Congress



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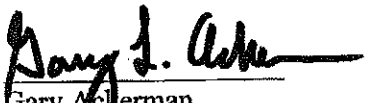
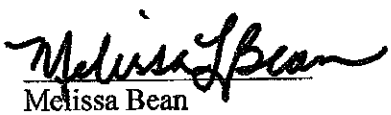
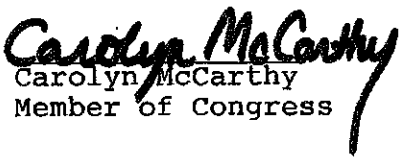


Gary Ackerman
Member of Congress

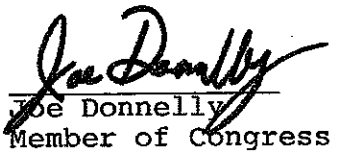
Brad Miller
Member of Congress



Melissa Bean
Member of Congress



Carolyn McCarthy
Member of Congress



Joe Donnelly
Member of Congress

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United States Senate

WASHINGTON, DC 20510

March 12, 2008

The Honorable Henry M. Paulson, Jr.
Secretary of the Treasury
U.S. Department of the Treasury
1500 Pennsylvania Avenue, N.W., Room 3330
Washington, DC 20220

The Honorable Margaret Spellings
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W., Room 7W301
Washington, DC 20202

Dear Secretary Paulson and Secretary Spellings:

Over the past several weeks, it has become clear we are entering a period of urgency regarding access to student loans. American families have begun to feel the crunch of the higher education funding crisis, which began with the subprime mortgage setbacks and subsequent capital market difficulties. The Federal Family Education Loan Program (FFELP), which initiates 80 percent of our nation's student loans, relies heavily on this market; and the severe liquidity problems therein have created a credit vacuum directly impacting students in our respective states.

The U.S. Department of Education projects that nearly $60 billion in new FFELP loans will be needed for 6.7 million borrowers this academic year. American families rely heavily on this financing; and we urge you to use the authority of your departments to provide a solution which will ensure access to student loans and help keep the cost of education finance as low as possible, in a manner least disruptive to our students and schools. We remain hopeful you will make full and immediate use of your existing authorities to help steer us away from the impending crisis.

We stand prepared to assist in any capacity necessary and look forward to hearing what action you plan on taking to assure middle-class families that access to student loans will not be an obstacle to their children's educational aspirations.

Sincerely,

E. Benjamin Nelson

Richard Burr

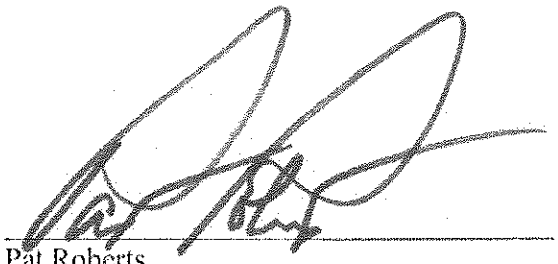
Jeff Bingaman

Michael B. Enzi

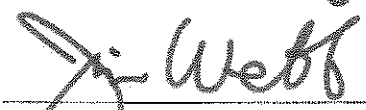
Tim Johnson

Lamar Alexander

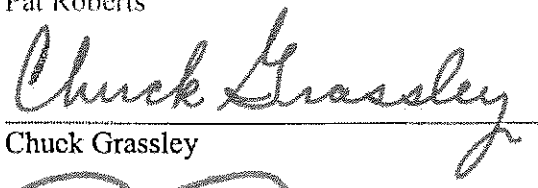
Ken Salazar



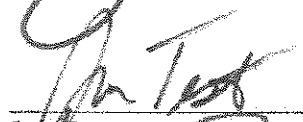
Pat Roberts



Jim Webb

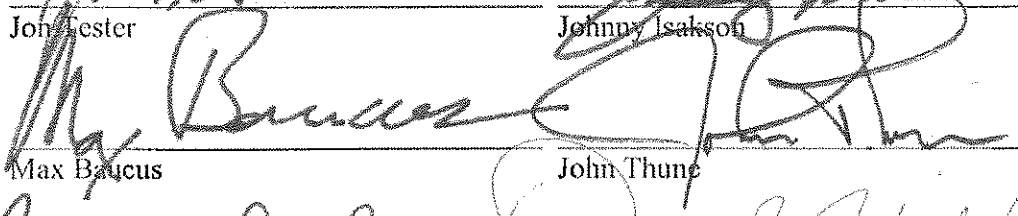


Chuck Grassley



Jon Tester

Johnny Isakson



Max Baucus

John Thune

Blanche L. Lincoln

Orrin G. Hatch

Mark L. Pryor

John E. Sununa

Mary L. Landrieu

Lisa Murkowski

Congress of the United States

Washington, DC 20515

March 17, 2008

The Honorable Ben S. Bernanke
Chairman
Board of Governors of the Federal Reserve System
20th Street and Constitution Avenue, NW
Washington, DC 20551

Dear Chairman Bernanke:

We commend the Federal Reserve System for working in coordination with other G-10 central banks to inject liquidity into our capital markets at a very challenging time. In particular, the Federal Reserve System's recent decision to expand its securities lending program by creating a new Term Securities Lending Facility represents an important step toward easing the growing global credit crunch, especially in the housing sector.

In light of severe liquidity pressures in the student loan financing market and the potential for ongoing disruptions in the delivery of federal student loans during the upcoming academic year, we write to encourage you to undertake two additional actions. First, we encourage you to use the Federal Reserve's authority in "unusual and exigent circumstances" under Section 13 of the Federal Reserve Act (12 USC 343) to provide immediate assistance to non-bank lenders that issue AAA-rated Federal Family Education Loan Program (FFELP) asset-backed securities. Second, we request that you allow primary dealers and issuers to use student loan asset-backed securities as collateral to borrow from the newly created Term Securities Lending Facility. Either one or both of these actions would help to restore stability to the marketplace for financing student loans.

For more than 35 years, FFELP lenders have financed more than $350 billion in outstanding student loans without disruption. During the past three months, however, turmoil in the broader capital markets has caused severe liquidity problems for student lenders that rely on access to credit markets to raise capital. Not only are certain markets inaccessible, but spreads on AAA-rated asset-backed securities, backed by FFELP Stafford and PLUS loans that are 97 percent government guaranteed, have also widened by more than 85 basis points since mid-summer. Increasingly, FFELP loans have become uneconomical and unprofitable.

As a result of these circumstances, a number of lenders have either suspended or permanently ended participation in the FFELP. To date, 19 FFELP lenders, including 4 of our nation's top 25 originators, have either exited the FFELP or suspended lending under it. For example, the Pennsylvania Higher Education Assistance Agency, which serves 500,000 Pennsylvania students, suspended its lending in the FFELP. The College Loan Corporation, the eighth largest FFELP lender, also left the program.

Although no student has been denied a FFELP loan to date, approximately 6.7 million students and parents will apply for a FFELP loan in the coming months. If these current credit market conditions continue or if they were to deteriorate, the potential for a severe disruption of the student lending distribution system increases significantly, especially as more lenders seem likely to stop making unprofitable loans under such conditions.

PRINTED ON RECYCLED PAPER

While there have been reports of some depository institutions stepping in to make FFELP loans where non-bank specialty finance companies have suspended lending, the Consumer Bankers Association (CBA) has recently noted that its members will be limited in this capacity going forward. In a letter to Congress, CBA's president writes, "They (banks) cannot continue to devote ever larger amounts of capital to making loans that lose money or barely break even at the expense of other types of loans that are needed by their customers." In short, it is reasonable to believe that banks and large non-bank lenders will not be in a position to meet demand as other lenders leave the program.

In these difficult economic times, we believe that the Federal Reserve System should work to provide liquidity to all types of student loan originators in order to restore a smooth functioning of this market sector and to avoid negative economic outcomes. An educated workforce is essential to a well-functioning economy. If students—80 percent of whom rely on the Federal Family Education Loan Program—are unable to secure loans in the fall, we would not only severely impair their long-term earnings capacity, but we would also impair our nation's economic prospects. Consistent with all applicable law and regulation, we therefore respectfully urge the Federal Reserve to use its emergency authority to lend, against collateral, to student lenders and/or extend its newly announced securities lending facility to non-bank lenders participating in the Federal Family Education Loan Program.

Sincerely,

Paul E. Kanjorski
Member of Congress

Howard P. "Buck" McKeon
Member of Congress

Rubén Hinojosa
Member of Congress

Vernon J. Ehlers
Member of Congress

John Lewis
Member of Congress

Lee Terry
Member of Congress

Ed Perlmutter
Member of Congress

Shelley Moore Capito
Member of Congress

Dennis Moore
Member of Congress

Christopher Shays
Member of Congress

Michael F. Doyle
Member of Congress

Robert Wexler
Member of Congress

Emanuel Cleaver
Member of Congress

Steve Cohen
Member of Congress

William Lacy Clay
Member of Congress

Joe Sestak
Member of Congress

Paul. W. Hodes
Member of Congress

Bob Etheridge
Member of Congress

John Campbell
Member of Congress

Stephanie Tubbs Jones
Member of Congress

Carolyn McCarthy
Member of Congress

Bart Gordon
Member of Congress

Joe Baca
Member of Congress

Peter Welch
Member of Congress

Marion Berry
Member of Congress

Gary L. Ackerman
Member of Congress

Allen Boyd
Member of Congress

John A. Yarmuth
Member of Congress

Carol Shea-Porter
Member of Congress

David Scott
Member of Congress

Solomon P. Ortiz
Member of Congress

Donald M. Payne
Member of Congress

cc: The Honorable Henry M. Paulson, Jr.
Secretary, U.S. Department of the Treasury

The Honorable Margaret Spellings
Secretary, U.S. Department of Education

STATE BOARD OF REGENTS OF THE STATE OF UTAH
STUDENT LOAN PURCHASE PROGRAM

Statement of Revenues, Expenses and Changes in Fund Net Assets
FY 2007 Actual FY 2008-2009 Projected

	Actual 2007	Projected 2008	Projected 2009
OPERATING REVENUES:			
Interest on student loans	$ 67,827,403	$ 74,667,310	$ 76,671,869
Special allowance	45,968,433	36,837,697	18,056,335
Investment income	33,207,665	23,735,623	8,664,870
Other Revenue	3,124,656	3,364,224	3,500,000
Total operating revenues	150,128,157	138,604,854	106,893,074
OPERATING EXPENSES:			
Interest expense	97,729,424	104,596,487	101,606,600
Bond related expense	5,064,050	5,718,851	5,827,557
Student loan servicing expense	8,919,268	8,700,000	8,800,000
General and administrative expense	3,309,538	3,460,000	3,500,000
Operations expense	3,677,849	3,960,000	4,200,000
Student loan principal reductions	7,299,612	5,600,000	1,750,000
Federal Default Fee Amortization	1,948,767	2,367,188	2,346,000
Other Expenses	2,146,410	1,872,907	1,693,000
Provision for arbitrage rebate	4,916,644	-	(3,000,000)
Total operating expenses	135,011,562	136,275,433	126,723,157
OPERATING INCOME	15,116,595	2,329,421	(19,830,083)
NONOPERATING REVENUES (EXPENSES)			
State Financial Assistance appropriations	9,137,745	11,207,216	10,051,000
State Financial Assistance disbributions	(9,006,152)	(11,207,216)	(10,051,000)
Total non-operating revenues	131,593	-	-
Interfund Transfer	745,479		
CHANGE IN NET ASSETS	15,993,667	2,329,421	(19,830,083)
NET ASSETS - Beginning	229,628,298	245,621,965	247,951,386
NET ASSETS - Ending	$ 245,621,965	$ 247,951,386	$ 228,121,303

April 18, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Proposed Policy R609 (Regents' Scholarship)—Information Item

Issue

Due to the Legislature's passage of S.B. 180, creating the Regents' Scholarship, the Board must adopt policies by July 15, 2008, establishing: 1) the high school and college course requirements; 2) the cumulative grade point average required; 3) the additional weights assigned to grades earned in certain courses for purposes of calculating a student's cumulative high school grade point average; 4) the regional accrediting bodies that may accredit a private high school; 5) the application process for the scholarship, including procedures to allow a parent or student to apply for the scholarship on-line; and 6) Western Undergraduate Exchange programs that are approved for the use of a Regents' Scholarship.

Background

During the 2008 General Session, the Utah Legislature passed, and Governor Huntsman signed into law, S.B. 180, creating the Regents' Scholarship. This legislation, sponsored by Senator Lyle Hillyard (R.-Logan) and Representative Mark Walker (R.-Sandy), establishes a base $1,000 scholarship for students who complete the Utah Scholars Core Course of Study with a designated GPA, and also allows students to earn additional funds by demonstrating exemplary academic achievement and saving in an UESP account.

The legislation appropriated $500,000 in one-time funds and $400,000 in ongoing funds for the scholarship program, and the Regents therefore need to establish clear policies to ensure that the scholarship funds are distributed in an efficient and equitable manner. Staff in the Office of the Commissioner have been working on several policy-related tasks, which include preparing an initial draft of Board policy R609, developing application materials, and assembling the components of an implementation manual for USHE financial aid officers and K-12 guidance counselors.

A draft of the new Board policy is attached for review and discussion. We intend to bring the policy back to the Regents, in final form, for formal approval at the May Board meeting. At the May meeting we will also share application and implementation materials that have been developed by that time.

Commissioner's Recommendation

This item is for information only and requires no action.

David L. Buhler
Interim Commissioner of Higher Education

DLB:dsd
Attachment

April 18, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Report of Regents' Small Planning Group—Information Item

Issue

At the direction of the Board, a small working group comprised of Regent Tony Morgan, Regent Jack Zenger, and former Commissioner of Higher Education Richard Kendell has been charged with developing a short list of strategic themes and issues that are of critical importance to higher education in Utah for both the short term (next 5 years) and the long term (10 years and beyond). This group will present regular reports to the Regents over the next few months to assist Regents, legislators, business leaders, and other key stakeholders in pursuing a coherent policy agenda for Utah's public colleges and universities.

Background

Since receiving its initial charge from the Regents in January 2008, the working group has met several times to discuss planning assumptions, key strategic themes and issues, and proposed planning processes. The group's initial thoughts and recommendations are outlined in the attached draft document. The working group will present a summary of this document and a proposal for next steps, with the intent of continuing to carefully coordinate its work with the Board, Council of Presidents, and the Office of the Commissioner. Additional reports from the working group will be presented on a regular basis at future meetings of the Board and the Strategic Planning and Communications Committee.

Commissioner's Recommendation

This item is for information only and requires no action.

_____

David L. Buhler
Interim Commissioner of Higher Education

DLB:dsd
Attachments

April 8, 2008

Dave Buhler, Interim Commissioner
Utah System of Higher Education

Dear Dave:

Earlier in the year, the Board of Regents formed a small committee, consisting of Jack Zenger, Tony Morgan, and Rich Kendell, to outline important planning issues for the Utah System of Higher Education and to suggest a process that the Regents might follow in producing a strategic plan.

The committee reviewed planning documents from several other states and consulted with other organizations such as WICHE and NCHEMS to identify what might be considered exemplary approaches to strategic planning. The committee outlined some important planning themes and a suggested planning process. These were reviewed with the Commissioner and the Council of Presidents. After several revisions, the plan outline was discussed at the Board of Regents retreat on March 20, 2008.

While we have tried to incorporate many, if not most, of the suggestions given to us by presidents and Regents, we anticipate that the document will remain a working plan, open to further ideas and refinements. In the spirit of this productive give-and-take process, we forward the planning document and our recommendations to you for your consideration.

Sincerely,

Tony Morgan
Jack Zenger
Rich Kendell

REK:jc
Attachment

Planning Assumptions

April 2008

PREFACE:

1. Two time frames are used in this planning exercise, viz., a short-term perspective covering the next five years, and a longer-term view of ten years and beyond.

2. This planning effort will not attempt to be comprehensive in scope nor expansive in the issues it addresses. Many planning documents become "wish lists" of expansive and sometimes expensive needs. We believe this would be both unrealistic and unproductive, and therefore wish to focus on a very limited number of high-priority issues that are most logical to be addressed at a system level. There are many other equally important issues best addressed at the institutional level, and it is our expectation that college and university presidents, along with their boards of trustees, will address those issues and bring their resulting plans to the attention of the Regents as appropriate.

3. In order for this planning exercise to have traction in State policy circles, it is important that key policy makers be involved and their input taken seriously. The planning process must, therefore, provide ample opportunities for the participation of the Governor, key legislators, business leaders, and other stakeholders.

ASSUMPTIONS:

1. Our planning horizons of five and ten years and beyond coincide with Utah's demographic projections that anticipate relatively flat enrollments in higher education over the next five years and then relatively rapid enrollment growth in the years beyond. A significant component of this assumption is the changing demographic and ethnic mix that may have significant impact on high school graduation and higher education participation rates in both planning periods unless positive steps are taken to mitigate historical patterns of educational participation.

2. It is assumed that state financial resources will continue to be relatively scarce, which means limited yet important state investments in both operating and capital budgets. Given these limitations, proposed planning strategies must look to ways of maximizing existing assets and resources and to the discovery of innovative and efficient ways of delivering quality programs and services. Such efforts will be more important in the future than has been the case in the past.

3. Equally important, quality of programs and services at all levels and all types of postsecondary institutions must be a focus of both the State and the institutions. If students gain access to low-quality programs, attrition will be higher and those who do graduate will not be able to compete in the marketplace, and neither the students' nor Utah's interests will be well served.

4. One of the most important assumptions underlying the current planning effort is that the State of Utah, as well as its institutions of higher education, must make wise investments in human capital as the centerpiece of planning. Evidence from a wide range of research, reported in leading academic circles as well as prominent policy arenas such as the World Bank and the Organization for Economic Cooperation and Development, makes it abundantly clear that the clearest path to economic and social development is investment in human capital. This planning effort is based fundamentally and solidly on this body of research and policy consensus.

5. An important elaboration of this human capital assumption is that the nature of higher education required in the future is different from the past. As the recent report, *Tough Choices or Tough Times,* states,

> "The best employers the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth and will be willing to pay top dollar for their services. This will be true not just for the top professionals and managers, but up and down the length and breadth of the workforce. Those countries that produce the most important new products and services can capture a premium in world markets that will enable them to pay high wages to their citizens."

This point is embraced by numerous reports such as *Good Policy, Good Practice,* published recently by NCHEMS and other policy-oriented organizations. This report outlines specific recommendations and strategies for advancing human capital through critical higher education initiatives.

Utah's economic well being is tied directly to the investment in human capital. If the Utah System of Higher Education can create an educational culture of innovation, entrepreneurism, and intelligent technology, the System and its respective institutions can provide exciting opportunities for the State and its citizens.

KEY STRATEGIC THEMES & ISSUES FOR UTAH HIGHER EDUCATION

I. INVESTING IN HUMAN CAPITAL TO DRIVE AN INCREASLINGLY KNOWLEDGED- BASED ECONOMY

The advancement of human capital is the most important strategic issue for Utah and the Utah System of Higher Education. Educating a sufficient number of highly trained people responsive to the State's evolving economy will be the key resource investment for the future and the most significant responsibility of the Utah System of Higher Education.

It is critical for the Utah System of Higher Education to address how the relationship between higher education and the economy is changing and to determine how system-wide plans and specific institutional programs and strategies might respond effectively to important economic developments and workforce requirements of the State.

From the perspective of system-level planning, the case must be determined that system-level policies, strategies, and incentives maximize value for the State, respond to important State-wide priorities, enhance educational opportunities for students, and add value to the contributions of individual institutions. Planning efforts should be directed to the following issues:

ADVANCING STUDENT SUCCESS

1. The Utah System of Higher Education must develop policies and strategies that increase student enrollment in higher education and that improve the numbers and proportions of Utahns who complete certificate and degree programs.

2 Consistent with the above, policies, funding priorities, and incentives must be developed that improve retention and graduation rates in all higher education institutions. High quality and workforce relevant programs, for example, will engage students' interests and improve retention.

3. Specific remedies must be developed to advance minority students and students who are economically disadvantaged to enroll in higher education and complete programs of study consistent with their needs and aspirations.

4. The K-16 Alliance must advance an agenda of policies and related initiatives that will better prepare students for college and that will coordinate programs K-16 and enhance opportunities for all students.

5. Programs, services, and opportunities for students should become more evident and "friendly" from the standpoint of students. Institutions must become better articulated and more complementary to each other. Barriers to a seamless and more transparent system of opportunities need to be eliminated.

COMMUNITY AND ECONOMIC DEVELOPMENT

1. Utah colleges and universities should become key centers of economic development for their immediate communities and the State and take the lead in developing strategies to encourage innovative programs, research, and services that build a more sustainable and robust economy.

2. The Utah System of Higher Education must anticipate and respond to important economic developments and workforce requirements by developing important partnerships and linkages, both public and private. The system of colleges and universities should combine resources and services to better respond to emerging needs, including those in rural areas.

3. The Utah System of Higher Education must take the lead in identifying important future investments (training programs, partnerships, research) that will build the

economy and meet the workforce requirements of the future. These important connections between the needs of the economy and the role of higher education must be the foundation for future policy decisions and resource allocations.

QUALITY AND ACCOUNTABILITY

1. The Utah System of Higher Education must determine if present measures for assessing new and existing programs are adequate and whether such programs prepare students to be fully competitive in a changing economy.

2. System-wide data must be identified and reported to monitor progress regarding measures of student success as noted earlier. Clear policy guidelines should accompany the implementation of the common student identifier system in the interest of advancing student opportunities and success.

3. Specific proposals should be made to improve student opportunities in STEM (Science, Technology, Engineering and Mathematics) disciplines and in other subjects where there are indicators of significant future development and need. Progress measures should be identified.

4. Quality must be achieved within differentiated institutional roles requiring each institution to determine those standards appropriate to the programs and services offered, while at the same time assuring students that high quality programs will lead to career paths and opportunities at other institutions

II. PREPARING FOR AND MANAGING GROWTH

Given current demographic and enrollment projections, the USHE must prepare now for growth that will occur or the system will be unprepared, overwhelmed and under-funded. Future growth presents some serious challenges but also some opportunities that strategic planning ought to capture.

We have to do business differently in order to accommodate impending growth and have the resources to invest in reshaping the nature of our educational programs for the 21st Century. We specifically recommend the creation of policies and financial incentives that would encourage the following:

1. Expansion of distance learning technology, with an emphasis on deploying high-cost programs that currently exist in some institutions to students on other campuses where they are not currently available.

2. Creation of courseware to be used system-wide that utilizes the latest instructional design concepts, incorporates the best multi-media elements, and enhances the learning experience for all students. For example, core learning

modules and resource linkages for commonly taught courses could be offered for all students on all campuses.

3. Adoption of aggressive scheduling techniques that utilize our facilities for more hours during each day and more days per year, thus minimizing the need for future buildings. The objective is to create three robust trimesters that schedule the entire year.

4. A brief moratorium on any geographic expansion by any institution, pending the creation of a master State-wide plan for physical facilities to accommodate population centers in the State.

III. CONFIGURING THE USHE TO MEET THE EDUCATIONAL NEEDS OF THE STATE: INSTITUTIONS, MISSIONS AND ROLES

The human capital needs of the State can best be met through a configuration of complementary institutions whose missions are carefully differentiated and defined, where each institution is nurtured in its development, and where incentives play a central role to innovate and to achieve high levels of quality.

Based on Utah demographics, enrollment projections and other considerations such as costs, USHE should define carefully a set of differentiated types of postsecondary institutions that allows for growth and funding without following a single model or path of development.

In an ideal world, citizens in every community would have convenient access to a full range of postsecondary education programs. But no country or state can afford the provision of such access and must therefore adopt certain realistic strategies, viz., (1) concentrate its educational institutions and programs in selected population centers; (2) provide access through new technological means of program delivery; (3) provide for smooth transfer of credits to various types of institutions and programs; and (4) place reasonable expectations upon students to travel or relocate for highly specialized and high-cost programs.

Leading educational states have distributed their postsecondary education institutions in a pattern that provides widespread access to vocational and general, lower-division programs in many communities. Specialized and high-cost baccalaureate and master's degree programs are allocated to selected institutions. Terminal doctorate and professional programs, which typically are the most costly to deliver, are allocated to relatively few institutions and students are expected to relocate to avail themselves of these programs. However, advances in information technology are providing greater geographical access to some of these higher cost programs and should be more widely distributed, where feasible, by those institutions authorized to offer them.

Utah's system of postsecondary institutions, in comparison to most states, is heavily concentrated in universities and has relatively few community colleges, particularly in its urban areas. In some areas of the Wasatch Front, Utah relies on its regional universities

to offer what are traditionally community college functions. The distribution of students by type of institution has significant cost implications for the state.

One of the most significant planning issues facing Utah higher education is whether its regional universities can meet the diverse needs of their regions rather than evolve, as many such institutions in other states have, into more traditional research institutions. To expand the number of research institutions in Utah would not be economically sustainable. Another factor that poses significant planning issues for Utah is the recent introduction of UCAT and how these institutions will be integrated into the larger system of institutions.

Given these general conditions, the future plan should give attention to the following issues:

1. The regional universities must be configured and funded in ways that allow them to serve the diverse needs of their regions, including a full range of community college services and functions. Moreover, the plan must deal with the issue of graduate programs, and how these are best configured to meet the needs of regions and the State.

2. Utah's community colleges are a principal means for providing access and services to a broad range of students. The plan must give attention to the means by which these institutions can continue their historic functions. Specific plans must be developed to establish tuition rates that are consistent with the comprehensive community college mission.

3. An equally important planning issue, particularly in the longer term, is the future of UCAT institutions and how the important programs they offer will be integrated and coordinated with Utah's nine colleges and universities. Attention must be given to the establishment of career pathways and to a broader range of options that meet the career interests of students and the changing requirements of the workforce.

4. A fourth issue that must be addressed in a future plan is the value added by the partnerships or inter-campus affiliations that can leverage the asset base of individual institutions. Similarly, the system can greatly facilitate the career paths that students pursue as they take courses in different institutions but transfer credits and courses to other institutions smoothly and efficiently.

5. A fifth issue is the future role of IT technology in delivering high-quality programs and providing access to virtually all students without the capital costs of creating new campuses and physical facilities. The future plan should point the way in optimizing this important asset.

Pressures to expand existing campuses, creating multiple sites of existing institutions, and establishing full branch campuses are the natural result of population growth, student demand, and development patterns. In some cases, these traditional patterns

of expansion will make sense. But in order to afford reasonable expansion, the state and SBR must develop a planning context with criteria that provide reasonable access but limits capital expenditures and operating costs that traditional patterns of expansion entail. Expanded use of IT delivery and expectations of reasonable travel must be central to business plans developed and submitted to the SBR. Land bank requests must be accompanied by such plans and reviewed against specific planning and operating cost criteria developed by the SBR. In effect, these criteria will constitute general guidelines for institutions as they may need to respond to significant changes in their respective communities and regions and adjust their missions and roles accordingly.

IV DEVELOPMENT OF AN IMPLEMENTATION PLAN

Planning should proceed with the intent to create an implementation plan that includes at least the following elements:

A. System-level as well as institutional-level benchmarks and metrics should be developed to monitor progress on important planning goals.

B. Realistic time frames for implementation and clear assignment of responsibilities should also be part of a detailed implementation plan.

C. Budget requests to the legislature should be tied to USHE strategic plan goals and priorities as well as institutional priorities.

PROPOSED PLANNING PROCESSES

Planning could proceed in several stages as outlined below:

STAGE I Concept Development

The Regents appointed a small planning team to outline key strategies for further discussion and development. Tony Morgan, Jack Zenger, and Rich Kendell were appointed to start this task.

The first draft of assumptions and key themes was presented to the Council of Presidents for discussion and review. Revisions followed.

The revised draft of the planning outline was presented to the Board of Regents at its planning meeting in St. George, March 20, 2008. Revisions have resulted from these meetings and a new iteration of the themes has been prepared. This document should have one more review with the COP and then be referred to the Board of Regents for approval.

STAGE II Strategy Development

Tony Morgan, Jack Zenger, and Rich Kendell continue in their role as a planning oversight committee.

The Regents would appoint small working groups to develop specific strategies consistent with the themes established by the Regents on March 20, 2008. Typically, working groups would consist of a president (or designee), a Regent, a staff member from the Commissioner's Office, and 1-3 representatives from institutions that have specific expertise relative to the committee's tasks. In some of the working groups, it may be advantageous to appoint individuals outside of higher education. The Regents would appoint a chair for each group.

The oversight committee would meet with the working group chairs to coordinate the strategies, eliminate duplicate items, and develop a tight, well-articulated agenda of strategies and action items.

To assist the planning teams the Commissioner's Office should prepare background documents for the following topics:

a. The most current enrollment projections for the next five- and ten-year period.

b. Revenue scenarios assuming various levels of state support, i.e. no new revenue; compensation revenue only; revenue required for basic operations such as compensation, M & O, fuel and power, and other relatively fixed costs; and others as recommended by the Commissioner.

c. A compilation of existing documents and reports that provide background data consistent with the planning themes.

The oversight committee would prepare a report for review and discussion by the Council of Presidents and later by the Board of Regents.

STAGE III Consultation and Revision

Following preliminary approval by the Board of Regents, the Commissioner and the planning oversight committee would engage the larger higher education community/ stakeholders for their input. Such contacts would include the Governor, key legislators, business leaders, the K-16 Alliance and others considered to be impacted by the proposed plan.

Revisions to the plan would be made by the oversight committee in consultation with working group chairs; however, the committee would adhere to the value of a relatively small, well-considered set of strategies for future adoption (no laundry lists).

Preparation of a final Report.

Stage IV Final Report Adoption and Dissemination

FOOTNOTE: The Board of Regents and the Commissioner may want to retain a consultant to help steer the process and to coordinate the work of the working committees. Someone from NCHEMS would be an ideal candidate for this assignment; however, there are others with equivalent credentials and experience. The Commissioner will need to assign staff to assist the oversight team and the working committees. This staff work will be critical to the process and the success of the planning effort.

April 18, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Campus Retention Plan Reports—Information Item

Issue

As a follow-up to the Regents' Planning Retreat on persistence on March 20, 2008, the Board approved the Commissioner's recommendation that each institution should give a report regarding its current and future plans to improve student retention and completion rates. Because each of the institutions has unique student populations and programs designed to address retention, the sharing of such information will benefit not only the Regents but the system campuses as the institutions have the opportunity to learn from each other.

Background

Between January 2007 and January 2008, the Strategic Planning Committee heard presentations from all ten USHE institutions on their current and future plans with respect to increasing enrollments and success rates for minority and disadvantaged students. These reports were well received and have provided a base of information for the Regents and all of the institutions.

As an extension of the Board's Planning Retreat on March 20, 2008, similar presentations will be given by the institutions with respect to their retention programs and plans. In order to assist the institutions in preparing and delivering these presentations, the following schedule is suggested:

May 30 (WSU): Weber State University and Utah State University
July 11 (SUU): Southern Utah University and Dixie State College
Sept. 5 (CEU): College of Eastern Utah and Snow College
Oct. 24 (MATC): UCAT and UVU
Dec. 5 (U of U): University of Utah and Salt Lake Community College

Institutional representatives may coordinate these presentations with Dave Doty, Assistant Commissioner & Director of Policy Studies (801-321-7111, ddoty@utahsbr.edu).

Commissioner's Recommendation

This item is for information only and requires no action.

_____

David L. Buhler
Interim Commissioner of Higher Education

DLB:dsd

April 9, 2008

MEMORANDUM

To: State Board of Regents

From: David L. Buhler

Subject: General Consent Calendar

The Commissioner recommends approval of the following items on the Regents' General Consent Calendar:

A. Minutes
   1. Minutes of the Regents' Annual Planning Retreat and Regular Board Meeting held March 20-21, 2008, at Dixie State College in St George, Utah

   2. Minutes of the Special Board Meeting held March 27, 2008 in the Regents' Offices in Salt Lake City, Utah

B. Grant Proposals
   1. University of Utah – National Institutes of Health; "Neuromyoelectric Interfaces"; $3,120,469. Gregory A. Clark, Principal Investigator.

   2. University of Utah – DOE/Lawrence Livermore National Laboratory; "C-SAFE;" $3,000,000. David W. Pershing, Principal Investigator.

   3. University of Utah – National Institutes of Health/National Institute of Mental Health; "Hybrid Neuronal Microcircuits"; $1,693,125. John A. White, Principal Investigator.

   4. University of Utah – National Institutes of Health/National Institute of Biomedical Imaging; "Vision Prosthesis"; $1,210,347. Bradley Edward Greger, Principal Investigator.

   5. University of Utah – National Science Foundation; "Reference Genomes Arabidopsis"; $2,819,673. Richard Clark, Principal Investigator.

   6. University of Utah – National Institutes of Health; "Non-linear Imaging"; $1,580,000. John C. Conboy, Principal Investigator.

   7. University of Utah – National Institutes of Health; "Immunogenicity Assay"; $1,555,000. Jennifer Shumaker-Parry, Principal Investigator.

8. University of Utah – National Institutes of Health; "Circadian Clock Regulation"; $1,128,750. Stanly B. Williams, Principal Investigator.

9. University of Utah – National Institutes of Health; "Characterization of T-System"; $1,881,250. Frank Sachse, Principal Investigator.

10. University of Utah – National Institutes of Health; "Alkalosis on Gap Junctions"; $1,868,750. Alonso P. Moreno, Principal Investigator.

11. University of Utah – National Institutes of Health/National Institute of Biomedical Imaging; $MRI Gradients"; $2,732,660. Dennis L. Parker, Principal Investigator.

12. University of Utah – National Institutes of Health; "Membrane Protein Trafficking"; $1,881,250. Wolfgang Baehr, Principal Investigator.

13. University of Utah – National Institutes of Health; "Glioma Progression"; $1,881,250. Lin Eric Huang, Principal Investigator.

14. University of Utah – National Institutes of Health; "SFLT"; $1,868,335. Balamurali Krishna Ambati, Principal Investigator.

15. University of Utah – National Institutes of Health/National Institute of Allergy and Infectious Diseases; "Structure and Assembly HIV-1"; $1,505,000. Wesley I. Sundquist, Principal Investigator.

16. University of Utah – Agency for Health Care Research and Quality; "E-Burn"; $1,496,528. Jeffrey R. Saffle, Principal Investigator.

17. University of Utah – Brigham & Women's Hospital; "Williams Subcontract Diabetes"; $1,337,047. Donald McClain, Principal Investigator.

18. University of Utah – National Institutes of Health; "Neuropilin-1 in Cornea"; $1,291,168. Balamurali Krishna Ambati, Principal Investigator.

19. University of Utah – Agency for Health Care Research and Quality; "Pediatric Medical Home Record"; $1,199,803. Roberto A. Rocha, Principal Investigator.

20. University of Utah – National Institutes of Health/National Institute of General Medical Science; "Adult Stem Cells and Tumors"; $1,106,300. Alejandro Sanchez, Principal Investigator.

21. University of Utah – University of California, Santa Barbara; "Cross-protective Vaccines"; $1,009,572. Raymond A. Daynes, Principal Investigator.

22. University of Utah – Foundation Fighting Blindness; "Retinitis Pigmentosa"; $1,000,000. Kang Zhang, Principal Investigator.

23. University of Utah – U.S. Department of State; "Iraqi Judiciary"; $2,497,423. Wayne McCormack, Principal Investigator.

24. Utah State University – National Institutes of Health; "Alcohol-related Risk Behaviors and Health Outcomes Among HIV-positive Patients on HAART"; $1,210,917. Kerstin Schroder, Principal Investigator.

25. Utah State University – National Aeronautics and Space Administration; "Merging Remotely Sensed and In-situ Measures of Land Cover and Soil Moisture on Predictions of Hydrological Response"; $2,711,194.25. Luis Bastidas, Principal Investigator.

26. Utah State University – International Continental Drilling Program; "Hot spot: The Snake River Scientific Drilling Project"; $1,129,942. John Shervais, Principal Investigator.

27. Utah State University – National Science Foundation; "Socially Affable Virtual Environ-ments (SAVE): Virtual Peers Collaborative with Middle-grade Beginning Algebra Students"; $2,250,831. Yanghee Kim, Principal Investigator.

28. Utah State University – National Science Foundation; "Cyber-Connect: Growing a Technology-based Professional Development Model"; $1,096,699.97. Mimi Recker, Principal Investigator.

29. Utah State University – USDOC/National Oceanic and Atmospheric Administration; "Proposal to Support Cross-track Infra-red Sounder (CRIS) and Advanced Technology Microwave Sounder (ATMS) Pre-launch Instrument Assessment and EDR Attainment"; $6,555,158. Gail Bingham, Principal Investigator.

30. Utah State University – U.S. Department of Defense/Missile Defense Agency; "Multiple Kill Vehicle Independent Testing and Evaluation GFY 08-09"; $3,501,072. Thomas Humpherys, Principal Investigator.

31. Utah State University – U.S. Department of the Interior/Bureau of Reclamation; "Implemen-tation of a Mitigation Plan for Historical Properties in Glen Canyon Recreation Area and Grand Canyon National Park"; $2,297,474. Joel Pederson, Principal Investigator.

32. Utah State University – National Institutes of Health; "Structural Studies of RNA Surveillance"; $1,587,269. Sean Johnson, Principal Investigator.

33. Utah State University – Imperium Renewables; "Research Leading to the Development of Algae-based JP8 Through Industry System Integration"; $3,285,000.01. Jeff Muhs, Principal Investigator.

34. Utah State University – SRI International; "Research Leading to the Development of Algae-based JP8 Through Industry System Integration"; $3,285,000.01. Jeff Muhs, Principal Investigator.

35. Utah State University – General Atomics; "Research Leading to the Development of Algae-based JP8 Through Industry System Integration"; $3,285,000.01. Jeff Muhs, Principal Investigator.

36. Utah State University – Carbon Capture Corporation; "Research Leading to the Development of Algae-based JP8 Through Industry System Integration"; $3,285,000.01. Jeff Muhs, Principal Investigator.

37. Utah State University – Midwest Research Institute; "Research Leading to the Development of Algae-based JP8 Through Industry System Integration"; $3,285,000.01. Jeff Muhs, Principal Investigator.

38. Utah State University – U.S. Department of Defense/U.S. Army, "ARSS Phase 2 Tasks 10 Through 13"; $1,125,020. Burt Lamborn, Principal Investigator.

C. Grant Awards

1. Utah State University – NASA Jet Propulsion Laboratory; "Wide-Field Infra-Red Survey Explorer (WISE)"; $1,232,269. John Elwell, Principal Investigator; Scott Schick, Co-Principal Investigator.

2. Utah State University – U.S. Naval Research Laboratory; "Time-critical Sensor Image/Data Processing, Naval Research Laboratory, Task Order 7"; $2,315,101. Niel Holt, Principal Investigator.

3. Utah College of Applied Technology/Davis ATC – U.S. Department of Labor; "Community-Based Job Training Grant"; $2,271,000. Michael Bouwhuis, Campus President.

D. Proposed Revision to Policy R205, *Presidential Appointment, Term of Office, and Compensation and Benefits*. A new paragraph has been added to Policy R205 to clarify that institutions may not grant tenure to a president without prior approval of the Board of Regents.

David L. Buhler, Interim Commissioner

DLB:jc
Attachments

MINUTES OF MEETING
STATE BOARD OF REGENTS
DIXIE STATE COLLEGE, ST GEORGE,
MARCH 20-21, 2008

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MINUTES OF MEETING
STATE BOARD OF REGENTS PLANNING RETREAT
DIXIE STATE COLLEGE, ST GEORGE, UTAH
March 20, 2008

Regents Present
Jed H. Pitcher, Chair
Bonnie Jean Beesley, Vice Chair
Jerry C. Atkin
Janet A. Cannon
Rosanita Cespedes
Amy Engh
Katharine B. Garff
Patti Harrington
Greg W. Haws
Meghan Holbrook
David J. Jordan
Nolan E. Karras
Anthony W. Morgan
Marlon O. Snow
John H. Zenger

Regents Excused
James S. Jardine
Josh M. Reid
Sara V. Sinclair

Commissioner's Office
David L. Buhler, Interim Commissioner
Joyce Cottrell, Executive Secretary
Amanda Covington, Assistant Commissioner for Public Affairs
David S. Doty, Assistant Commissioner and Director of Policy Studies
Kimberly Henrie, Assistant Commissioner for Budget and Planning
Melissa Miller Kinkart, Executive Director, Utah Campus Compact
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Mark H. Spencer, Associate Commissioner for Finance and Facilities
Lucille T. Stoddard, Associate Commissioner for Academic Affairs
Lynne S. Ward, Director, Utah Educational Savings Plan
Gary S. Wixom, Assistant Commissioner for Academic Affairs

Institutional Representatives

University of Utah
David W. Pershing, Senior Vice President for Academic Affairs
Paul T. Brinkman, Associate Vice President for Budget and Planning
Paul Gore, Associate Professor of Educational Psychology
Stephen H. Hess, Chief Information Officer
Kim Wirthlin, Vice President for Government Relations

Utah State University
Stan L. Albrecht, President

Weber State University
F. Ann Millner, President
Michael Vaughan, Provost
Janet Winniford, Student Affairs

Southern Utah University
Michael T. Benson, President
Lynne Brown, Director, Student Support Center

Snow College
Scott L. Wyatt, President
Craig Mathie, Dean of Student Services

Dixie State College
Lee G. Caldwell, President
Jackie Freeman, Purchasing Director
Frank B. Lojko, Interim Vice President of Student Services
David Roos, Executive Director, Enrollment Management
Mary Stubbs, Director, IT Support Services

College of Eastern Utah
Ryan L. Thomas, President

Utah Valley State College
William A. Sederburg, President
Cheryl Hanewicz, Technology Management
Elizabeth Hitch, Academic Vice President
Michelle Taylor, Associate Vice President for Student Services and Dean of Enrollment Services

Salt Lake Community College
Cynthia A. Bioteau, President

Utah College of Applied Technology
Richard L. White, President
Jared Haines, Vice President for Instruction and Student Services

Representatives of the Media
Brian Maffly, *Salt Lake Tribune*

Other Guests

Spencer Pratt, Office of the Legislative Fiscal Analyst
Vicki Varela, Special Consultant

Following lunch, Chair Pitcher welcomed everyone to St George and thanked them for clearing their busy schedules to be at the meeting. He excused Regents Jardine and Sinclair and announced that Regents Cannon, Cespedes and Jordan would be joining the group shortly; they had been bumped to a later flight.

Commissioner Buhler thanked his staff for their hard work in preparing for this planning retreat. Preparation has truly been a team effort. He thanked Vicki Varela for her help in planning the retreat.

Commissioner Buhler pointed out that over the last 20 years, the United States has dropped from first to tenth place among industrialized nations in the percentage of young adults holding college degrees. American students and young adults place in the middle to the bottom of the pack in math, science and literacy among advanced industrial nations.

Under former Commissioner Kendell's leadership, the Board of Regents have worked hard to improve college preparation and enrollment. The Utah Scholars program has grown from four school districts to nine, and continues to grow. The Regents' Scholarship Program received seed money from the Legislature during the recent General Session. The New Century Scholarship has grown from 13 to more than 430 students since its inception in 1999. In addition, the K-16 Alliance has developed a concurrent enrollment funding formula, established a common student identifier, and promoted a more rigorous high school curriculum. Another success is the tremendous growth of the Utah Educational Savings Plan. UESP now has nearly 120,000 accounts and $2.4 billion in assets. Utahns hold 23 percent of UESP's accounts. We are pleased that UESP has consistently been ranked one of the top 529 college savings plans in the country.

Despite these gains, our participation rate dropped from 41 percent in 1992 to 34 percent in 2006. The Utah System of Higher Education has set a goal of increasing participation rates systemwide by one-half percent annually.

The third piece of the puzzle is persistence – keeping our students in school long enough to graduate. From one-third to nearly one-half of our students come to college for certificates or degrees and leave with few credits but substantial debt in student loans.

Commissioner Buhler made the following suggestions for increasing persistence in our schools:

1. We need to define success. This will include discussions with the larger community.

2. Let's talk more about what we know and don't know about the retention and persistence of today's students. Commissioner Buhler recommended that each institution establish retention and completion benchmarks for all students and report on them every year.

3. We need to collect best practices from all of our institutions and from around the country. The Commissioner called attention to the resource book provided to all Regents and Presidents as a reference throughout the coming year. It contained progress reports, a statement and data illustrating the challenges we face, information about possible solutions, and a copy of *Good Policy, Good Practice*.

4. We must be practical and solution-oriented about unique cultural issues. Utah institutions have young men and women stopping out to serve a church mission. Many of our students marry young and start their families while they're still in school. We must also create strategies for addressing the needs of our growing ethnic and minority populations.

Commissioner Buhler pointed out that many retention issues require greater resources; they also require more resourcefulness. We must be accountable to state policy makers and taxpayers for the way we use our resources. He asked the Regent and Presidents to be candid about the most critical issues facing higher education at this time, and to provide guidance in changing the momentum in college retention and persistence.

Chair Pitcher thanked Commissioner Buhler for his remarks. He encouraged the Regents and Presidents to read the material in the booklets they had been given.

The discussion began with discussion of the statement in "Adding it Up," that 61 percent of Utahns will need four-year degrees or other postsecondary training by 2025 to compete for jobs with others from best-performing nations. There was agreement that we need to know more before specifying an exact percentage; a realistic goal should be set, based on accurate data and demographics. We must be responsive to the market demand for jobs and keep the changing economy in mind. We must also involve the larger community in these discussions, particularly economic development leaders.

Kari Ellingson, Associate Vice President for Student Development at the University of Utah, moderated a panel of students, some of whom had returned to school after "stopping out" for various reasons. Kari asked each student to share the barriers they faced in attaining their educational goals and how they overcame those barriers. Student panelists included Ryan Huff and Tara Lamoreaux from SUU, Brandon Grover and Heather Bundy from Dixie, and Nidia Hartford, a student at the University of Utah.

Each student related why he or she had decided to go to college. One student responded, "Because I can." Another student said, "I'm worth it." They then identified some of the challenges they had experienced, including full-time jobs; student loans; credit cards; the time and expense of parenthood; balancing school, work and family responsibilities; physical disabilities; frustration getting into general education classes; and lack of adequate financial aid. When asked about academic preparation for college, responses ranged from a first-generation college student who was completely unprepared, academically and emotionally, to a student who had changed majors in order to qualify for a career that would support a family. One student was frustrated by her lack of ability to retain knowledge from classes taken before "stopping out," causing her to retake some of the classes for which she had already received credit. All of the students agreed that good advisors were critical to student success.

The students were asked for suggestions for improving retention. They gave the following responses: Financial aid should be realistic; it takes most students longer than four years to graduate. Housing for married students can be problematic. Some specific programs lack national accreditation and/or name recognition (prestige). There are not enough choices for taking required courses at various times. Affordability was another critical factor mentioned by most of the students. When asked to identify their biggest obstacle, every student agreed: Money.

Chair Pitcher thanked Ms. Ellingson for moderating the discussion. He thanked the students for their candid responses and wished them success in their future educational and professional pursuits.

Commissioner Buhler recognized the retention officers from the various institutions. He then announced the breakout groups and asked each group to identify and discuss the most critical issues facing higher education at this time. After those discussions, the Regents and Presidents reconvened to hear reports and recommendations from the group facilitators.

The first group, led by Vice Chair Beesley, gave as its priorities: (1) Focus on K-16 Alliance as an area to pursue, (2) streamlining technology, (3) importance of advising and counseling and working with K-16 Alliance. The second group, led by Regent Jordan, concluded that the System is not sufficiently student-centered and recommended the following: (1) The #1 issue with students is finances. The current schedules are not realistic in meeting students' time constraints. (2) Non-traditional students need more attention. (3) The Regents could give each institution the task of examining its service region and its students and coming back to the Regents with specific ways they could produce more student-centered models to increase retention and completers. (4) Improve participation. If institutions required four years of high school math, for example, as an entrance requirement, there would be a significant improvement in retention. (5) Advisement, with funding.

The third group, chaired by Regent Karras, gave as its priorities: data, financial aid, preparation, and incentives, with the following points of agreement: (1) Establish data system at the system level on persistence and completion. Make sure system-level data is collected and distributed. (2) Assist in tracking and reporting of data by institution, annually. (3) Student academic preparation and financial aid opportunities are a top priority. (4) Simplify the student financial-aid programs. (5) Streamline financial aid programs and academic preparation, K-16. (6) Encourage and allow institutional flexibility for tracking retention and persistence. (7) Increase participation, especially with minority populations. (8) Pursue system incentives for graduation, not just enrollment. (9) More investment in counseling, for both public education and higher education. (10) Pursue state law to make ACT mandatory for all high school students.

Commissioner Buhler thanked the participants for their good ideas. These discussions will set the agenda for the coming year in enhancing persistence.

Chair Pitcher thanked the group leaders for an outstanding job. The planning retreat was adjourned at 4:40 p.m.

STATE BOARD OF REGENTS MEETING
DIXIE STATE COLLEGE, ST GEORGE, UTAH
March 21, 2008

Minutes

Regents Present
Jed H. Pitcher, Chair
Bonnie Jean Beesley, Vice Chair
Jerry C. Atkin
Janet A. Cannon
Rosanita Cespedes
Amy Engh
Katharine B. Garff
Patti Harrington
Greg W. Haws
Meghan Holbrook
David J. Jordan
Nolan E. Karras
Anthony W. Morgan
Josh M. Reid
Marlon O. Snow
John H. Zenger

Regents Excused
James S. Jardine
Sara V. Sinclair

Commissioner's Office
David L. Buhler, Interim Commissioner
Joyce Cottrell, Executive Secretary
Amanda Covington, Assistant Commissioner for Public Affairs
David S. Doty, Assistant Commissioner and Director of Policy Studies
David Feitz, Executive Director, UHEAA
Kimberly Henrie, Assistant Commissioner for Budget and Planning
Melissa Miller Kinkart, Executive Director, Utah Campus Compact
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Mark H. Spencer, Associate Commissioner for Finance and Facilities
Lucille T. Stoddard, Associate Commissioner for Academic Affairs
Lynne S. Ward, Director, Utah Educational Savings Plan
Gary S. Wixom, Assistant Commissioner for Academic Affairs

Institutional Representatives

University of Utah
David W. Pershing, Senior Vice President for Academic Affairs

Paul T. Brinkman, Associate Vice President for Budget and Planning
Michael G. Perez, Associate Vice President for Facilities Management
Laura Snow, Special Assistant to the President and Secretary to the University
Spencer Pearson, Student Officer
Kim Wirthlin, Vice President for Government Relations

Utah State University
Stan L. Albrecht, President
David Cowley, Associate Vice President for Business and Finance
Steven H. Hanks, Associate Professor, Management and Human Resources
Whitney J. Pugh, Executive Director, Budget and Planning

Weber State University
F. Ann Millner, President
Michael Vaughan, Provost

Southern Utah University
Michael T. Benson, President
Donna Eddleman, Vice President for Student Services
Lee Montgomery, Associate Provost
Dorian Page, Associate Vice President for Finance/Treasurer
Greg Stauffer, Chief of Staff

Snow College
Scott L. Wyatt, President

Dixie State College
Lee G. Caldwell, President
Donna Dillingham-Evans, Academic Vice President
Donald Hinton, Dean, Education, Humanities, Arts and Social Sciences
Mary Stubbs, Director, IT Support Services
Vicki Reese Wilson, Vice Chair, DSC Board of Trustees

College of Eastern Utah
Ryan L. Thomas, President
Brad King, Vice President of Student Services
Mike King, Academic Vice President

Utah Valley State College
William A. Sederburg, President
Briant Farnsworth, Dean, College of Education

Elizabeth J. Hitch, Academic Vice President
Linda Makin, Director of Budgets
Cameron Martin, Assistant to the President
J. Karl Worthington, Associate Vice President for Academic Affairs

Salt Lake Community College
Cynthia A. Bioteau, President
Dennis Klaus, Vice President of Administrative Services
Joe Peterson, Vice President for Instruction

Utah College of Applied Technology
Richard L. White, President
Jared Haines, Vice President for Instruction and Student Services

Representatives of the Media
Brian Maffly, *Salt Lake Tribune*
Alyson Van Deusen, *The Spectrum* and *Deseret Morning News*

Other Guests
Spencer Pratt, Office of the Legislative Fiscal Analyst
Vicki Varela, Special Consultant

Following a breakfast meeting with the Dixie State College Board of Trustees and the Dixie ATC Board of Directors, the Regents convened in Committee of the Whole. Chair Jed Pitcher welcomed everyone and called the meeting to order at 9:00 a.m. He excused Regents Jardine and Sinclair.

Report of Planning Retreat

Chair Pitcher asked Commissioner Buhler to report on the retreat of the previous day. Commissioner Buhler said there was broad agreement among the Regents that the momentum needs to be changed to increase retention and participation in our colleges and universities. We must set a goal for college attainment that is realistic and reflects workforce and competitive needs. This goal must include completion of certificates, associate and baccalaureate degrees. Considerations include reliable data, state demographics, the changing economy, market demand, and the inclusion of the greater community in this discussion, particularly economic development leaders.

The students on the panel all stated that money was a serious factor impeding their completion, including the cost of education and availability of financial aid. All agreed that completing their educational goals would help them attain a better income. They also cited the need for adult guidance and counseling in high

school as well as college. In addition, the students requested additional class sections and/or access to classes in their intended major during the freshman and sophomore years.

Common themes were identified:

- Strengthen the K-16 Alliance
- Become more student-centric
- Increase preparation/participation
- Increase financial assistance
- Improve data

Other observations arising from the discussions included the need for programs to assist young married families to complete their education, such as subsidized daycare for mothers to attend classes in the middle of the day. Mentoring programs for students are needed, especially minorities. We need to increase the participation of students who are not making the transition between high school and college and provide job information and placement on all campuses.

Commissioner Buhler concluded that the next step would be for the Commissioner's staff to further research and evaluate the strategy options for budget and policy implications, relevance, social equity, and political feasibility. Those findings will be reported to the Regents for further action this fall.

Regent Holbrook moved acceptance of the Commissioner's report. Following a second by Regent Atkin, the report was accepted unanimously.

Review of 2008 Legislative General Session

Commissioner Buhler referred to Tab B. The $340 million drop in revenue projections affected the higher education budget, as well as other state agencies. Initially, a proposal was made to reallocate $20 million of non-lapsing balances; however, the final legislation cut $1 million from those funds, but it was done in such a way that the money could be allocated back to each institution.

Budget. Associate Commissioner Spencer said the Legislature approved a 3 percent increase for compensation, which is a substantial amount of money when one considers the size of the System. Public education received 58 percent of the new money this year; higher education received 6 percent, which was the same percentage as last year. The appropriation for higher education was shown on the attachment to Tab B.

Legislation. Assistant Commissioner Amanda Covington reported on key legislation. She thanked the institutional legislative representatives, the Regents and Presidents for their hard work during the session. She expressed special appreciation to President Bioteau and to Mason Bishop at SLCC, Regents and others who were involved in talking with legislators about HB284. Although it did not pass, Representative Holdaway did a tremendous job as sponsor of the bill. A list of bills of interest to higher education was shown on the attachment to Tab B.

Lessons Learned. Commissioner Buhler thanked Assistant Commissioner Covington for her hard work at the Capitol every day throughout the session. Legislative priorities tend to be categorized as "must have" and "nice to have." Unfortunately, higher education is perceived to be in the "nice to have" category, even though two-thirds of the new jobs in Utah's economy require some postsecondary training or education. We need to continue to communicate the need for a certain threshold of non-lapsing balances. In addition, we need to rethink our approach to institutional priorities. We need to communicate to the Legislature our ongoing need for capital facilities and improvements and to develop a long-term capital facilities plan. We need to educate policy leaders about the importance of higher education. We need to remain united as a system in our goals and approach.

The Commissioner expressed his appreciation to legislative leadership; Representative Kory Holdaway and Senator Greg Bell, co-chairs of the Higher Education Appropriations Subcommittee; Regents, Presidents, legislative representatives, Commissioner's staff and Kelly Stowell, Executive Director of the Utah Student Association. He also expressed appreciation for the good working relationship we have with legislative staff (Spencer Pratt and Jonathan Ball), Christine Kearl and Dirk Anderson in the Governor's Office, and the staff in Legislative Research and General Counsel.

Chair Pitcher thanked Commissioner Buhler for his report. He called attention to the items in the Regents' folders. The Regents recessed to their respective committees as 9:45 a.m. and reconvened in Committee of the Whole at 11:20 a.m.

Reports of Board Committees

Academic, CTE and Student Success ("Programs") Committee (Regent Katharine Garff, Chair)

University of Utah – Master of Arts Degree in Languages and Literature, with Emphasis in World Language and with Secondary Licensure (Tab C). Chair Garff said this was a unique degree, combining a master's degree with secondary licensure to teach in public schools. The focus is on less commonly taught "critical" languages (Arabic, Chinese, Hindi/Urdu, Japanese, Korean, Persian/Farsi, and Russian). Students in the program, particularly those seeking certification in a critical language, will be strongly encouraged to participate in an intensive language study-abroad program. During the 2007 Legislative General Session, ongoing funding was approved to create critical language programs for the next six years. Initially, licensed master teachers will broadcast from a central site and supervise classroom-based facilitators. Ultimately, the program will be entirely classroom-based. All institutions were supportive of this program. **Chair Garff moved approval of the University of Utah's request. The motion was seconded by Regent Cespedes and adopted unanimously.**

Utah State University – Education Specialist Degree in Psychology (Tab D). Chair Garff reported the request would change the final degree granted in USU's existing School Psychology program from a Master of Science (M.S.) Degree to an Education Specialist (Ed.S.) Degree. While master's programs typically require 30 credits, the School Psychology program requires more than 60 credits. To recognize the additional credits, and to be in sync with other graduate programs across the country, USU proposes to offer its students both the master's degree and the Education Specialist degree. Because of the higher number of credits required,

the Ed.S. degree is being offered in universities across the country as the terminal degree for these programs, although graduates can go on for their doctorate. It was noted that the University of Utah is planning to develop an Education Specialist degree as well as the master's degree for students in its future program. Chair Garff moved approval of USU's Ed.S. Degree. Regent Zenger seconded the motion, which carried unanimously.

Utah Valley State College – Master of Education Degree (Tab E). Chair Garff noted this would be the institution's first master's degree. The program is designed to serve those already in the teaching profession. All questions raised by other institutions were addressed adequately. This degree will become effective in Fall 2008, when Utah Valley State College becomes Utah Valley University. Chair Garff moved approval of UVSC's Master of Education degree. Regent Snow seconded the motion, which was adopted unanimously. Chair Garff recognized Dr. Elizabeth Hitch, UVSC's Academic Vice President, and Dr. Briant Farnsworth, Dean of the School of Education.

Utah Valley State College – Associate of Applied Science Degree in Technology (Tab F). Chair Garff said this program was designed to give students who have a specialized certificate the opportunity to continue their education and upgrade their skills. This proposal also demonstrates that UVSC is focusing on its entire mission, including CTE. The program was developed after consultation with trade and technical organizations in response to workplace needs. Chair Garff moved approval of UVSC's proposed AAS Degree in Technology. Regent Snow seconded the motion, which was adopted unanimously.

Consent Calendar, Programs Committee (Tab G). On motion by Chair Garff and second by Regent Snow, the following item was approved on the Programs Committee's Consent Calendar:

Weber State University – Game Development Certificate.

Information Calendar, Programs Committee (Tab H). Chair Garff briefly reviewed the items on the Programs Committee's Information Calendar and offered to respond to questions. She commended President Sederburg for the $20 million gift UVSC recently received from the Woodbury family.

Undergraduate Research Reports: Posters on the Hill and the Utah Conference on Undergraduate Research (Tab I). Chair Garff asked Assistant Commissioner Safman to briefly report on these two events. The reports showed that significant work is being done by undergraduate students throughout the state.

Finance, Facilities and Accountability Committee (Regent Jerry Atkin, Chair)

USHE – Proposed Fee Increases for 2008-2009 (Tab J). Chair Atkin referred to Replacement Tab J, which listed the proposed fee increases for the USHE institutions. The Regents have generally allowed institutions to increase student fees each year up to the rate at which first-tier tuition is increased. Institutions exceeding the first-tier increase must justify and provide evidence of student support for the increase. The proposed first-tier increase for 2008-2009 will be 3.5 percent. Chair Atkin said the committee had approved the proposed increases, albeit with hesitation, being mindful of the combined expense to students of first- and second-tier tuition and fees. Chair Atkin moved approval of the proposed fees. Regent Morgan seconded the motion, which was adopted unanimously.

Policy R345, *Information Technology Resource Security* (Tab K). Chair Atkin explained that this new policy applies to IT and how sensitive personal information, financial and research data are handled on the campuses. Chair Atkin moved approval of Policy R345. Regent Morgan seconded the motion, which carried unanimously.

University of Utah – Approving Resolutions for the Issuance and Sale (Refunding/Refinancing) of Specified Revenue Bonds (Tab L). Chair Atkin reported this item involved a number of bonds. The University has an opportunity to refinance with the 3 percent net present value savings benchmark. This would provide a two-year window for the opportunity to refinance, should market conditions again become favorable. Chair Atkin moved approval of the Approving Resolutions, seconded by Regent Snow. The motion was adopted by a unanimous vote.

University of Utah – Authorization to Establish Differential Tuition for Graduate Programs in Public Health (Tab M). Chair Atkin said this would be the 14th of 15 graduate programs at the University with differential tuition. The proposed increase is necessary to maintain the quality of the graduate level programs. The students have requested the increase so that additional classes and equipment can be made available. Chair Atkin moved approval of a differential tuition for the University of Utah's graduate programs in Public Health. The motion was seconded by Regent Morgan and adopted unanimously.

Southern Utah University – Approving Resolution, Auxiliary System and Student Building Fee Revenue Bonds (Tab N). Chair Atkin explained that this resolution would enable SUU to replace existing student housing with new student housing. Parameters were listed on the Commissioner's cover memo to Tab N. .Chair Atkin moved approval of SUU's Approving Resolution, seconded by Regent Morgan. The motion was adopted unanimously.

Dixie State College – Campus Master Plan (Tab O). Chair Atkin commended college officials for an excellent job of master planning. College officials are looking for additional property adjoining the college. The five-year plan would include one or more multi-level parking structures on existing property. Chair Atkin moved approval of Dixie State College's Campus Master Plan. Regent Morgan seconded the motion, which carried unanimously.

Consent Calendar, Finance Committee (Tab P). On motion by Chair Atkin and second by Regent Snow, the following items were approved on the Finance Committee's Consent Calendar:

A. USHE – Money Management Reports
B. UofU and USU – Capital Facilities Delegation Reports
C. Utah State University – Sale of Property in Vernal, Utah
D. Dixie State College – Reciprocal Tuition Waiver Agreement with College of Southern Nevada
E. Utah Valley State College – Utah County Academy of Science Lease
F. Utah Valley State College – Purchase of Property Contiguous to Campus ("the Orchard")
G. Utah Valley State College – Proposed Library Remodel

USHE – Spring 2008 Enrollment Report (Tab Q). Chair Atkin noted that although enrollment was down slightly system-wide, SUU, Dixie, CEU, UVSC and SLCC had all experienced enrollment increases. He recommended that all Regents read this informative report.

UHEAA – Action of Regents' Executive Committee (Tab R). Chair Atkin reported the Regents' Executive Committee had approved a resolution to authorize early expiration of December 21, 2007 amendments to student loan bonds. Executive Director David Feitz gave the committee a brief summary of the challenges facing UHEAA; Chair Atkin asked him to make the same report to the entire Board. Mr. Feitz reported the recent 'credit crunch' had disrupted UHEAA's efforts to obtain financing for student loans. Program officials are doing everything possible to maintain current funding levels. UHEAA remains stable, and administrators think they will be able to weather the storm with the reserves they have built up. They continue to seek every possible solution – financially and politically – to continue to make low-interest student loans available. Utah has a very strong loan program, one of the best names in the industry as far as credit markets are concerned.

Strategic Planning and Communications Committee (Regent Meghan Holbrook, Acting Chair)

Utah Scholars Update (Tab S). There is general agreement that preparation is the most critical of the Regents' three-pronged agenda (preparation, participation and completion). Chair Holbrook noted there are three parts to the Regents' Scholarship – completion of a rigorous curriculum in high school, a Utah Scholars recommended course with a 3.5 GPA, and a 75 percent discount for two years of tuition. An additional $100 per year in state matching funds would be available for students in grades 9-12 who contribute to a UESP account. Assistant Commissioner Dave Doty thanked four groups of people for their work on this project: (1) public schools, the State Office of Education, and the nine school districts, (2) the business community, (3) USHE institutions and their partnerships with public schools and the business community, and (4) Regents and Commissioner's staff, especially Commissioner Buhler, Assistant Commissioner Covington, Melissa Miller Kinkart and Carrie Beckman, for advocating so strenuously for this program during the Legislative Session. Regent Harrington said public education was delighted at the growth of the Utah Scholars and Regents' Scholarship programs. However, some students are confused. A unit on financial aid opportunities in Utah (how to apply, how to prepare, etc.) will be inserted into the public schools' financial literacy course.

White Paper on Student Retention (Tab T). Associate Commissioner Stoddard pointed out this was a Student Services White Paper, prepared by Melissa Miller Kinkart and Michelle Lundell Taylor. Chair Holbrook said she appreciated the input from the State Board of Education and Superintendent Harrington's staff. She referred to the recommendations found on page 8 of the report:

1. Establish individualized benchmarks and data tracking for each institution.
2. Establish a campus-wide retention committee for each institution.
3. Increase Advisor-to-Student ratios.
4. Establish a State-wide Retention Task Force.

Campus Retention Plan Reports (Tab U). Based on issues raised in the White Paper and discussions during the planning retreat of the previous day, the committee requested retention plans to be presented throughout the next year. The following proposed schedule was listed in the Commissioner's memo:

May 30, 2008 – Weber State University and Utah State University
July 11, 2008 – Southern Utah University and Dixie State College
September 5, 2008 – College of Eastern Utah and Snow College
October 24, 2008 – Utah College of Applied Technology and Utah Valley University
December 5, 2008 – University of Utah and Salt Lake Community College

Chair Pitcher thanked the committee chairs for their diligence and time management.

General Consent Calendar

On motion by Vice Chair Beesley and second by Regent Garff, the following items were approved on the Regents' General Consent Calendar (Tab W):

A. Minutes –
   1. Minutes of the Regular Board Meeting held January 18, 2008, at Salt Lake Community College (Attachment 1)

   2. Minutes of the Special Board Meeting held January 29, 2008, via teleconference (Attachment 2)

B. Grant Proposals – On file in the Commissioner's Office

C. Grant Awards
   1. University of Utah – Utah Department of Human Services; "Title IV-E"; $4,379,405. Norma J. Harris, Principal Investigator.

   2. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; "EAGR Trial"; $1,603,794. Robert M. Silver, Principal Investigator.

   3. Utah State University – NASA Jet Propulsion Laboratory; "Wide-Field Infra-Red Survey Explorer (WISE)"; $1,022,298. John Elwell, Principal Investigator; Scott Schick, Co-Principal Investigator.

Tuition Increases for 2008-2009 (First- and Second-Tier)

Commissioner Buhler called attention to Replacement Tab V, in the Regents' folders. The Legislature appropriated 3½ percent for compensation and 9.9 percent for insurance increases. Last year the Legislature froze the ratio at 75/25, meaning the institutions are required to pay 25 percent of the cost of compensation through first-tier tuition increases. The total tuition increase for 2008-2009 averaged 5-6 percent. Regent Jordan said he appreciated the fact that this was a lean year for legislative appropriations, as well as the fact that institutions have funding needs. He was troubled, however, by the fact that tuition at the community colleges is consistently increasing. President Bioteau explained she had not increased second-tier tuition during her first year, and had requested a 2 percent increase last year. This year she was forced to request another 2 percent increase because institutional priorities were not funded by the Legislature. Regent Jordan recommended a different funding model for the community colleges and for the community college mission at the other schools. Consistent tuition increases aggravate the retention problem.

Commissioner Buhler said he understood and shared Regent Jordan's concern, as do the Presidents. He noted CTE courses delivered by UCAT are funded more generously by the Legislature than at the

community colleges. This needs to be addressed. Also, UCAT does not contribute to the compensation of its faculty and staff. We need to make sure the Legislature understands these funding inequities.

President Caldwell pointed out some of the technical programs are very expensive to operate, with lower student-to-teacher ratios and more expensive labs. Sometimes the cost of operation can be two to three times as great as an academic program.

Regent Atkin moved approval of the proposed first- and second-tier tuition increases. Regents Garff and Snow seconded the motion, which was adopted unanimously.

Report of the Commissioner

Commissioner Buhler referred to his written report in the folders. He briefly reviewed the outstanding achievements at our institutions, as detailed in the report. He called attention to the letter from United Way in the Regents' folders, expressing appreciation for the passage of SB 180, the Regents' Scholarship Program. He also pointed out the article from *Utah Business* magazine naming President Sederburg one of its CEOs of the Year and congratulated him on this recognition. He also noted the updated Regents' meeting schedule and pointed out the April 18 meeting would be held at the Regents' offices rather than at UVSC, as originally scheduled.

Report of the Chair

Chair Pitcher referred to his written summary of student achievements. He thanked President Caldwell and his staff for the accommodations and gracious hospitality.

President Bioteau reported Salt Lake Community College's men's basketball team was currently in the "Final Four." The team was scheduled to play that evening in Hutchison, Kansas.

Regent Engh moved that the Regents recess to a closed session to discuss personnel and legal issues. Regent Reid seconded the motion, which carried unanimously.

The Regents moved into closed session at 12:15 p.m. and adjourned from there at 1:25 p.m.

Joyce Cottrell CPS, Executive Secretary

Date Approved

SPECIAL MEETING OF THE STATE BOARD OF REGENTS
REGENTS' OFFICES, SALT LAKE CITY, UTAH
AND BY TELECONFERENCE
MARCH 27, 2008

Minutes

Regents Participating
Jed H. Pitcher, Chair
Bonnie Jean Beesley, Vice Chair
Jerry C. Atkin
Janet A. Cannon
Rosanita Cespedes
Katharine B. Garff
Patti Harrington
Meghan Holbrook
James S. Jardine
Nolan E. Karras
Josh M. Reid
Marlon O. Snow
John H. Zenger

Regents Excused
Amy Engh
Greg W. Haws
David J. Jordan
Anthony W. Morgan
Sara V. Sinclair

Commissioner's Office
David L. Buhler, Interim Commissioner
Joyce Cottrell, Executive Secretary
Amanda Covington, Assistant Commissioner for Public Affairs
Peggy Huffaker, Administrative Assistant

Representatives of the Media
Pete Gardner, KDXU Radio
Sadie Hughes, KCSG-TV
Wendy Leonard, *Deseret Morning News*
Brian Maffly, *Salt Lake Tribune*
Sharon May, *Dixie State College Weekly*
Allison Van Deusen, *The Spectrum*

Other Guests
Thomas C. Anderson, Assistant Attorney General
Representatives from Dixie State College were in attendance via telephone.

Chair Pitcher called the meeting to order at 2:00 p.m. and asked Secretary Cottrell to call the roll. The roll was called, and Secretary Cottrell reported a quorum was present.

Regent Snow moved that the Regents move into closed session to discuss personnel matters. Regent Reid seconded the motion, which carried unanimously.

The Regents went into closed session at 2:05 p.m. and resumed their meeting in open session at 2:45 p.m.

Regent Atkin moved that the Board accept President Lee Caldwell's letter of resignation, effective immediately. Regent Zenger seconded the motion, which was adopted unanimously.

Regent Atkin moved the appointment of Dr. Stephen D. Nadauld as Interim President of Dixie State College, effective March 28, 2008. The motion was seconded by Regent Zenger and adopted by a unanimous vote of the Board.

Chair Pitcher announced that a press release would be sent out immediately following the meeting. He expressed the Board's appreciation for President Caldwell's service as President and Vice President of Dixie State College and wished him well.

President and Mrs. Nadauld were brought into the room and introduced. Chair Pitcher thanked President Nadauld for accepting this assignment and for his willingness to begin the following day. He welcomed Dr. and Mrs. Nadauld back into the Utah System of Higher Education. (Dr. Nadauld was President of Weber State College from 1985 to 1990.)

Commissioner Buhler said he was delighted to welcome President Nadauld back into the System. Since leaving Weber, he has been serving on the faculty at Brigham Young University. He is also a member of UHEAA Board of Directors. Commissioner Buhler said he looked forward to helping President and Mrs. Nadauld succeed in this assignment. Chair Pitcher reviewed Dr. Nadauld's academic credentials.

President Nadauld said he was very excited for the opportunity to serve as Interim President of Dixie State College. Education has been his professional passion. The opportunity to work with young men and women, and the value of education to them, makes it a very exciting prospect. He and his wife loved their time at Weber State University and expected to love their time at Dixie State College. Dr. Nadauld said his wife, Margaret, had also been involved in education, having served on the BYU Board of Trustees. President Nadauld said he was enthusiastic about the opportunity to meet with the Dixie faculty and staff, who are professional and outstanding contributors. He was also excited about the community and looked forward to meeting with business and community leaders, which was a highlight of his experience at WSU.

President Nadauld thanked the Regents, on behalf of the taxpayers and the people of Utah, for their hard work and for the wonderful service they provide. He expressed his appreciation for the Regents' guidance to the institutions, for their understanding of the problems, and their willingness to go to bat for the students they serve. Dr. Nadauld thanked his wife, whom he called a woman of great capacity and the greatest blessing of his life. Throughout his career and the many assignments he has accepted, she has stood beside him, for which he was grateful.

Dr. Nadauld said the community college was an exciting mission. It involves all ages and all levels of education. Dixie State College has recently been given an expanded mission with baccalaureate degrees, and

he looked forward to watching those programs grow. There is also important work to be done with the University of Utah. President Nadauld said he would try very hard to develop a framework for making important strategic decisions, in the best interests of the students and the communities of both institutions. He thanked the Board for their confidence and said he was excited to go to work.

Mrs. Nadauld said she loved the role as First Lady of an educational institution, and she loved working beside her husband. She said she looked forward to getting acquainted with the students of Dixie State College. She thanked the Regents for the opportunity to again work in the Utah System of Higher Education

Regent Reid moved that the meeting be adjourned, seconded by Regent Zenger. The motion was adopted unanimously, and the meeting was adjourned at 2:55 p.m.

Joyce Cottrell CPS, Executive Secretary

Date Approved

R205, Presidential Appointment, Term of Office, and Compensation and Benefits

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R205-1. Purpose

To provide for the appointment, competitive compensation and benefits, and terms of office of Presidents of institutions.

R205-2. References

2.1. Utah Code §53B-2-102 (Board to Appoint President of Each Institution)

2.2. Policy and Procedures R209, Appraisal of Chief Executive Officers

2.3. Policy and Procedures R207, Institutional Residences for Colleges and Universities in the Utah System of Higher Education

R205-3. Policy

3.1. Preamble - To meet the challenges of a quality system of higher education, and to promote the future of Utah and the state economy in a highly competitive national marketplace the Board must attract and retain exceptional leadership talent to serve as the Presidents of Utah System of Higher Education institutions.

3.2. Appointments - Presidential appointments in the Utah System of Higher Education shall be made by the Regents in accordance with State law. Presidents shall be appointed without a specified term of office. They shall serve at the pleasure of the Board and at such salary and related benefits as appropriate to the institution, as determined by the Board.

3.2.1. Annual Report of President and Commissioner Compensation. The Office of the Commissioner shall prepare and submit to the Board an annual report detailing presidential and commissioner compensation, including compensation from private as well as public sources which is directly associated with his or her service as president or commissioner.

3.3. Term of Office - The length of time that a President shall be asked to continue to serve will vary with both the individual and with the unique circumstances at a given institution. The Board's decision on retention of a President shall not be based solely upon adequacy of performance but upon a finding that the President is excelling in his or her duties and that the institution continues to benefit from outstanding leadership and from presidential service that is truly distinguished.

3.4. Benefits

3.4.1. Presidents receive the same staff benefits provided by policy for all other institutional employees, e.g. group life insurance, health and accident insurance, retirement, tuition waivers. The Board may further authorize supplemental life insurance, deferred compensation, or other salary supplements as part of the Regent's goal to maintain peer equity in the compensation of USHE Presidents.

3.4.2. As provided by statute, Presidents receive an automobile for the President's institutional and personal use. During periods of extended personal use the costs of gasoline, oil and other routine expenses shall be borne by the President. Each President, in consultation with the institution's chief financial officer and in compliance with I. R. S. regulations, is responsible to document personal use of the automobile so that the associated total costs are treated as part of the President's compensation for income tax purposes.

3.4.3. Presidents may, with approval of the institutional Board of Trustees, choose to take a vehicle allowance rather than a designated state vehicle. Allowances shall be set by a vote of the Board of Trustees. The approved rate shall not exceed the rate established by the State Division of Fleet Operations for an "Executive Full-size" vehicle.

3.4.4. If expressly authorized by the Board in furtherance of the Presidents' responsibilities, Presidents may receive such benefits as sabbatical privileges, leaves of absence, individual professional association memberships, club memberships and dues for use in carrying out the role of President.

3.4.5. Effective April 18, 2008, Presidents may be granted tenure to an academic department of an institution only with the express prior approval of the Board of Regents.

3.5. Spouse Benefits

3.5.1. The Regents recognize that spouses are not obligated or expected to participate in the activities and operations of the college or university. However, they often make a large and uncompensated contribution to the affairs of the institution. In such cases, their capacity to represent and often substitute for the President at functions within the institution and the community, and their individual involvement in institutional events, fund raising, alumni and other activities can provide an important additional strength to the institution.

3.5.2. To help facilitate a participating spouse in carrying out his or her responsibilities, the Board of Regents hereby appoints each President's spouse to a position at the institution of "Special Assistant to the President" at a salary of one dollar a year. No extra benefits, except those specifically covered by this policy, are provided to spouses.

3.5.3. Actual expenses for travel, lodging, and meals of spouses may be paid by the institution when spouses participate in meetings, conferences, and workshops specifically related to the presidential role, and when participation in official functions such as alumni development, fundraising, and institutional advancement is deemed beneficial. Institution-related travel expenses incurred will be reimbursed according to established Board policy and procedures. The institution will provide insurance coverage, equivalent to that provided to volunteers or paid institutional employees, for a spouse while performing institutional business. More than nominal compensation and additional benefits are not provided to spouses. An annual report of the expenditures described herein shall be submitted along with the report and budget for institutional residences (see R207-3.6.)

3.5.3. When spouses accompany presidents on trips, but their presence is not deemed beneficial for institutional purposes under section 3.5.3, the expenses for the spouse will not be paid by the institution.

3.6. Policy Applicable to the Commissioner of Higher Education - The provisions of this policy shall also apply to the Commissioner of Higher Education, as appropriate.

(Adopted April 25, 1978, amended February 26, 1988, March 25, 1988, November 4, 1994, January 16, 2004, August 19, 2005, and April 18, 2008.)

April 9

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Master of Science in Clinical Investigation, Effective Fall 2008 – Action Item

Issue

The School of Medicine at the University of Utah (U of U) requests approval to offer the Master of Science in Clinical Investigation (MSCI) effective Fall, 2008.

Background

This program, the only one in the Intermountain West, translates research into medicines and technologies. The proposed training program has two tracks: the first emphasizes inherited bases for human disease and trains researchers to move from bench to bedside, and the second translates the medical breakthroughs from bed to community, emphasizing epidemiology. The proposed program intends to provide those wanting academic careers with the clinical training they will need to be competitive in securing research grants. Applicants will already have earned their MD, OD, or DMD degrees in Medicine, Dentistry, Nursing, Physical Therapy and Pharmacy. Thirty-three credit hours and a master's thesis will be required.

Clinical investigative training is already in place at the U of U. The existing program does not offer a credential but trains students to conduct research and seek grants. Since 2001, 235 students have participated. This program will continue to attract junior faculty and research fellows. Well-known senior faculty both attract and recruit students into the program. Interest is expected to grow with the addition of a credential.

Nationally, there are 2,590 junior faculty positions in clinical departments available in academic medicine. Junior faculty with clinical investigation skills are intensively recruited. The U of U reports that it seeks 35 clinical faculty in academic medicine every year. The demand to move medicines and techniques from the research stage to the bedside and on to the community will continue to persist.

Among students who have participated in the University of Utah's Training Program in Clinical Investigation in recent years, 32 have become faculty members at the University of Utah or elsewhere and 17 have already received independent awards from the NIH or professional societies to support their research efforts as young faculty members.

An NIH grant of $274,859, which will grow to over $309,000, will continue to support the program for another five years. If the funding were ever terminated, the University will trim the program but will not discontinue it. No other funding is needed at this time.

Policy Issues

No policy issues were raised. Other USHE institutions were supportive of the proposed program.

Commissioner's Recommendation

The Commissioner recommends that the Regents review the request from the University of Utah to offer the Master of Science in Clinical Investigation, raise questions, and, if satisfied, approve the request.

_____
David L. Buhler, Interim Commissioner

DLB/PCS
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Request to offer a Master of Science in Clinical Investigation Degree

University of Utah

Prepared for:
David L. Buhler
by
Phyllis C. Safman

April 9, 2008

SECTION I: The Request

The School of Medicine at the University of Utah requests approval to offer the Master of Science in Clinical Investigation (MSCI) effective Fall, 2008.

SECTION II: Program Description

The MSCI degree program provides classroom and mentored research experience in clinical research, preparing its trainees for careers in clinical investigation, both in academic medicine and the allied health sciences. The program prepares trainees to be competitive investigators capable of gaining extramural funding for their clinical research projects. The curriculum of the MSCI focuses on the theories, models, methods, and tools used by investigators who conduct bench-to-bedside and bedside-to-community translational research. Candidates for the MSCI degree will elect one of two areas of emphasis or "tracks". The first track emphasizes the inherited basis of human disease, mechanism-oriented clinical research, and bench-to-bedside translational research. The second track emphasizes epidemiology, health services research, and bedside-to-community translational research. The program is designed to support a mentored research experience for fellows and junior faculty members at the University of Utah School of Medicine and allied health science fields.

Purpose of Degree

Well-trained clinical investigators represent a vital resource for the advancement of scientific knowledge and the development of improved treatments for human disease. The goal of the MSCI is to provide superior, coordinated didactic and practical training for individuals interested in academic careers in clinical investigation. The program prepares trainees to be competitive investigators capable of gaining extramural funding for their clinical research projects. The program is designed to prepare the next generation of effective clinical investigators in academic departments and academic medical centers. This degree program addresses the need for research training for individuals seeking careers in academic medicine. The M.S. degree program represents an extension of an existing program at the School of Medicine that has been funded by the National Institutes of Health (NIH) for the past seven years through a mechanism designated the K-30 Clinical Research Curriculum Award.

Institutional Readiness

A Master's degree program for participants in the K-30 program was first considered several years ago. The School of Medicine already has implemented many of the procedures required to be eligible to offer a degree granting program. Through the K-30 award, the Training Program in Clinical Investigation (TPCI), a two-year curriculum suitable for a Master's degree, was established. The courses that make up the didactic portion of the program are listed in the current University catalog. Courses specific to this program carry the designation "MDCRC" which indicates that the General Clinical Research Center (GCRC) is the organization within the School of Medicine sponsoring the courses. Some of the courses in the didactic

curriculum are graduate level courses sponsored by other departments, particularly Medical Informatics, Biochemistry and Human Genetics.

The MSCI is complementary to a number of NIH-funded training programs in the School of Medicine. These NIH K-12 and T-32 programs support training in specific areas of medicine; the coursework in the MSCI provides the didactic classroom curriculum in research methods required for trainees in these programs. All of these peer-reviewed programs provide evidence of the existing capacity for the School of Medicine to offer research training. The NIH-funded training programs follow:

Training in Cardiovascular Research (T32HL007576-22, Benjamin, Ivor PI)
Genetic Models of Cardiovascular Renal & Pulmonary (T32HL079874-02 Capecchi, Mario, PI)
Research Training In Hematology (T32DK007115-32 Kushner, James, PI)
Research Training in Inherited Neurological Disease (T32NS007493-05 Leppert, Mark, PI)
Developmental Biology Training Program (T32HD007491-11 Mango, Susan, PI)
Training Program in Genetics (5T32GM007464-30 Stillman, David, PI)
Multidisciplinary Cancer Research Training Program (T32CA093247-05 Virshup, David, PI)
Training Program in Microbial Pathogenesis (T32AI055434-03 Weis, Janis, PI)
Utah BIRCWH Career Development Program in Women's Health (5K12HD043449-05 Bjorkman, David, PI): provides training and career development for four scholars from three departments in the School of Medicine (Neurology, Pulmonary Medicine and Plastic Surgery) and one from the College of Health (Physical Therapy)
Genetic and Developmental Mechanisms of Pediatric Disease (5K12HD001410-04 Clark, Edward, PI): has four trainees, one each in Pediatric Hematology/Oncology and Pediatric Critical Care and two in Neonatology
Pediatric Critical Care Scientist Development Program (5K12HD047349-03 Dean, Jonathan, PI): supports research career development for junior faculty in pediatric critical care (currently there are seven participating scholars).

University of Utah faculty members are principal investigators of more than 200 current investigator-initiated research awards (R01) from the National Institutes of Health in diverse fields, an indication of a thriving environment for biomedical research and of opportunities for mentorship of MSCI students. Trainees in the existing K-30 program and in the proposed MSCI will benefit from several multi-investigator research programs that are in place in the School of Medicine.

The Human Molecular Biology and Genetics (HMBG) program, created in 1987 with funds from the Eccles Foundation and from the Lucille P. Markey Charitable Trust, has been a highly successful program that supplies funding and space for young faculty recruits; most are physician-scientists with research interests in human molecular biology. Twenty-four current and past faculty members at the University have been recruited through the HMBG program. The HMBG program is located in the Eccles Institute of Human Genetics. The HMBG Program has also established and administers a second interdisciplinary initiative termed The Fellowship to Faculty Transition (FTFT) Program. The subsidiary FTFT Program provides a structure for mentorship and financial support that permits carefully selected junior faculty members a

period of development and training before requiring them to assume the full responsibilities of a tenure-track faculty member. Since its establishment in 1995, the FTFT Program has supported sixteen new faculty investigators, all of whom have been M.D. or M.D./Ph.D. scientists.

The Informatics, Decision Enhancement, and Surveillance (IDEAS) Center, housed at the Salt Lake Veteran's Affairs Medical Center, focuses on implementing and evaluating informatics tools and interventions that integrate decision support and surveillance in order to improve outcomes.

Integrated Clinical Research Networks are inter-institutional systems established by the NIH to ensure that high-quality clinical studies and trials can be conducted effectively and efficiently. The University of Utah has been selected to participate in three:
The Heart Failure Clinical Research (PI: David Bull, MD and Co-PI: Dean Li, MD, PhD)
The Stillbirth Research Collaborative Networks (PI: Robert Silver, MD)
The Myeloproliferative Diseases Research Network (PI: Josef Prchal, MD).
Inclusion of the University of Utah in these networks provides a rich resource for physician-scientists and Ph.D.-scientists to participate in clinical trials of novel diagnostics and therapeutics, and offers access to data throughout these national networks.

The Utah Population Database (UPDB) is a unique source of information for genetic and health studies. The UPDB is based on an extensive set of Utah family histories, traced back over generations, in which demographic and medical information of family members are linked can be traced back through pedigrees. This database has been drawn upon for 30 years of groundbreaking genetic research at the University of Utah and continues to be a resource for novel studies.

Faculty

The Master of Science in Clinical Investigation will be awarded by the School of Medicine rather than by a particular department within the School of Medicine. The program will be supervised by an Executive Oversight Committee consisting of John Hoidal, M.D., The Clarence M. and Ruth N. Birrer Presidential Endowed Chair, Chairman of the Department of Internal Medicine, Donald McClain, M.D., Ph.D., Program Director of the GCRC, Matthew Samore, M.D., Ph.D., Professor of Medicine and Director of the track two curriculum, James Kushner, M.D., M.M. Wintrobe Distinguished Professor of Medicine, Director of the track one curriculum and Associate Program Director of the GCRC, Carrie Byington, M.D., Professor of Pediatrics and Associate Program Director for Pediatric Research of the GCRC and Lynn Jorde, Ph.D., Professor of Human Genetics.

Existing faculty in the School of Medicine are well-qualified to conduct both the classroom teaching and research mentoring for this program. Faculty mentors are regular full-time faculty in the School of Medicine and in several other schools and colleges. Most individuals are tenured faculty and have been awarded the appropriate terminal degree for their field and specialty. The average teaching load of faculty participating is generally restricted to one course per semester. There are no immediate plans for additions to the faculty.

Current faculty are listed in Appendix C.

Staff

The MSCI will require staff support for administrative tasks of overseeing course scheduling and registration, handling student applications, and maintaining student records. A staff member funded by the K30 award and the GCRC provides this support.

Library and Information Resources:

The Eccles Health Sciences Library provides print and on-line access to biomedical journals and other bibliographic materials for students and faculty from all health sciences programs at the University of Utah. This existing resource will meet the needs of students in the Clinical Investigation program.

Admission Requirements

The MSCI is a post-graduate program intended for clinicians who have completed a MD, DO, or DMD degree. The program is also open to individuals with other training such as a clinical doctoral degree in areas such as Nursing, Physical Therapy and Pharmacy. Because the training program does not provide stipends, candidates generally will be chosen from among those individuals who have been accepted into a fellowship training program at the University of Utah's School of Medicine. Applicants must fill out an application form for the Clinical Investigation program and provide three letters of reference. One letter must be from a mentor in the applicant's home department, stating that the applicant, if accepted, will have protected time to participate in the program. Each applicant must submit a statement of intent, describing his or her career status, areas of interest in clinical investigation, reasons for applying to the program, and career development objectives. Students must apply and be accepted to the University of Utah.

Student Advisement

A student starting the program will identify a mentor within his or her department or area of clinical expertise. Students will be responsible for identifying two University of Utah faculty members to serve with their mentor on their thesis advisory committee. The primary responsibility for monitoring the progress of students through the program will lie with the research mentor and the Thesis Advisory Committee members. Semi-annual reports from the research mentor will be required.

Justification for Number of Credits

Thirty-three credit hours will be required to graduate from the program. Track one students must take 20 credits of required core courses in addition to the 13 credits for their mentored clinical research projects. Track two students must take 18 credits of required core courses and two credits of elective courses in

addition to the 13 credits for the mentored clinical research project. The expected time to completion of the MSCI degree is two years.

The curriculum for the current K-30 program begins with a six-week intensive block of didactic courses and workshops. This block begins in July for new students entering the program. Students in both tracks take a group of common core courses in epidemiology, data management, bioethics, biostatistics and they participate in a longitudinal research seminar series. In addition, students from both tracks participate in weekly workshops covering a broad range of topics. Students enrolled in track one (the Inherited Basis of Human Disease) also take introductory didactic courses in Biochemistry for Clinical Investigators and Genetics for Clinical Investigators. Students in track two (Epidemiology and Health Services Research) take track-specific courses in epidemiology and study design.

Because the Master's program is intended to train individuals intending to pursue careers as independent clinical investigators, the preferred culmination of the mentored clinical research project will be the preparation and submission of an NIH career development application (K-23, K-08) or an equivalent federal or foundation career development grant proposal. The career development application must pass the review of the senior Executive Oversight Committee. With the approval of this committee, a peer-reviewed research paper in a leading journal may be accepted as an alternative culminating graduate project.

External Review and Accreditation

The program has received external peer review through the process of application for and renewal of the NIH K-30 Clinical Research Curriculum Award.

Projected Enrollment:

On average, twelve students and ten auditors have participated in the K-30 curriculum each year since July 2001 when the program began accepting students. The current pool of potential applicants is large. In the School of Medicine, there are currently 143 assistant professors and instructors who are within two years of their initial appointment and 128 clinical fellows. The College of Nursing has 56 pre-doctoral students. The College of Pharmacy has 93 pre-doctoral students and 38 post-doctoral fellows. Over sixty individuals are currently T32 trainees in the School of Medicine. In the MSCI program faculty anticipate 10-15 new students per calendar year.

Expansion of Existing Program

The proposed MSCI is an extension of the existing Training Program in Clinical Investigation, which has been a functional entity for the past seven years. Most of the courses for the MSCI (Appendix A) have been taught in the past.

SECTION III: Need

Program Need

Recent studies from the Institutes of Medicine, the National Research Council, the National Academy of Sciences and the NIH have documented deficiencies in the ability of American Medical Schools to produce qualified clinical investigators capable of combining clinical observations with knowledge generated in the laboratory. Opportunities for productive clinical research that have been generated by advances in genetics, molecular biology and epidemiology have not been adequately exploited. Fostering the translation of new discoveries to practical health benefits is a high priority for the NIH. Successful translational research depends upon a bi-directional flow of ideas between basic science laboratories and the clinical environment but impediments to the development of productive research programs have occurred at two stages. The first is translation from basic science discoveries to clinical trials in humans, the "bench-to-bedside" stage. The second is the translation of new knowledge to clinical practice, the "bedside-to-community" stage. These impediments are due in large part to failure to teach the methods required to perform scientifically rigorous clinical research during medical school and post-graduate medical training. Furthermore, in many academic centers, basic and clinical investigators are housed in separate facilities and have limited opportunities for collaboration. Other obstacles, such as issues of intellectual property and patient confidentiality, have also limited interactions between clinicians, basic scientists, and industry.

Most clinicians, even those with Masters' degrees, are not adequately trained in research design and quantitative methods in order to apply or supervise the use of these methods in their own research projects; thus, they are not able to develop competitive proposals as principal investigators for external grant funding. The MSCI will prepare clinicians for the transition to clinical investigator status. In recognition of the challenge of translational research and need for research training for clinicians, many universities have developed a Master of Science in Clinical Investigation or a comparable graduate degree in clinical research; these include Vanderbilt University, Northwestern University, University of Texas, New York University, the University of Minnesota, Emory University, the University of Pittsburgh, Washington University, Cornell University, University of California Los Angeles, Boston University, and Johns Hopkins University.

In response to the need for translational research training for clinicians, the University of Utah's School of Medicine, with support from an NIH K-30 Clinical Research Curriculum Award, developed a Training Program in Clinical Investigation. The Clinical Investigation curriculum was focused, at first, on the inherited basis of human disease, an area of clear strength of the faculty of the School of Medicine; this emphasis continues as track one of the MSCI curriculum. Many prospective students are interested in clinical epidemiology and health services research, a need addressed by track two.

Labor Market Demand

This program is designed to prepare medical fellows and medical school junior faculty members with the research skills needed to advance their careers in academic medicine. Recruitment of young faculty in clinical departments of schools of medicine around the country remains a challenge. On the website of the American Association of Medical Colleges there are 2,590 listings describing available junior faculty positions. The need for new faculty members is unlikely to diminish. At the University of Utah's School of Medicine, the average number of junior faculty positions advertised each year is 35. Faculty applicants with career development funding are intensively recruited around the country, and because the proposed Master of Science in Clinical Investigation is designed to create individuals well qualified to apply for career development awards, the market demand for graduates is predicted to remain high. Among students who have participated in the University of Utah's Training Program in Clinical Investigation in recent years, 32 have become faculty members at the University of Utah or elsewhere and 17 have already received independent awards from the NIH or professional societies to support their research efforts as young faculty members.

Student Demand

Since the initiation of didactic course work in the K-30 program in July 2001, 235 trainees have participated. Of these, 72 were full-time K30 trainees, while 163 were part-time participants in selected K-30 courses. Most of the part-time participants already held junior faculty positions in the clinical departments of the School of Medicine. Because of the program's success in generating career development applicants, division chiefs and department chairs continue to direct fellows and junior faculty to the program. In addition, faculty give presentations to diverse School of Medicine departments to recruit students to the program. This has ensured a steady stream of applicants.

Similar Programs

No other didactic curriculum or degree program exists at the University of Utah, nor in the intermountain region, that is specifically directed toward clinicians seeking research skills for clinical investigation. Only the MSCI focuses directly on translational research and is specifically linked with the NIH funded K-30 Clinical Research Curriculum Award.

Collaboration With and Impact on Other USHE Institutions

The proposed MSCI degree is a medical school program, with the University of Utah being the only Utah state higher education institution with a medical school. No other Utah higher education institution already offers a degree that is similar to, or competitive with, the proposed MSCI degree. Specifically, no other institution has a graduate degree in human genetics or a graduate degree oriented towards health care research. The only even remotely similar degrees are the M.S. in Nursing offered by BYU and the Master of Science in Nurse Education offered by Westminster College. Although students in these two programs might take research oriented classes, such as statistics, the programs are not oriented towards research

training. In summary, there will be no impact on or opportunities to collaborate with the other institutions in offering the proposed MSCI degree.

Benefits

Students enrolled in the MSCI program have made commitments to careers as academic investigators and will participate in the discovery, creation and transmittal of knowledge through the education and training programs in which they will participate. It is expected that the majority of the students completing the proposed Master's program will do independent research and contribute to the field of biological sciences and clinical medicine both locally, at the state-wide level and at the national level. Because many enrollees will be fellows or junior faculty in the School of Medicine, the program will support the School of Medicine and Health Sciences Center in developing and sustaining a research-productive faculty.

Consistency with Institutional Mission

The University of Utah and its various schools, colleges and graduate programs is designated a type one university (doctoral/research university) according to policy R312 entitled: "Configuration of the Utah System of Higher Education and Institutional Missions and Roles". The proposed Master's program in Clinical Investigation fits well with the described mission. The program is designed to train independent clinical investigators who, through their research, will improve the health of the citizens of Utah.

This program is consistent with the mission of education and research in the School of Medicine, most notably, its mission of postdoctoral training of biomedical scientists.

SECTION IV: Program and Student Assessment

Program Assessment

The success of the MSCI will be evaluated using multiple indicators. The number of new students enrolled each year will be an indicator of continued need for the program and of the program's reputation. Course evaluations by students will be used to assess success of individual courses and as a basis for continuing to improve the curriculum to meet student needs. The success of the degree program overall will be evaluated by monitoring the number of students completing the degree each year, the number of former students awarded research funding for proposals submitted through peer-reviewed, competitive mechanisms, and the progress of former students in their academic careers.

Expected Standards of Performance

Students will be expected to make timely progress toward completion of the degree. Mastery of material addressed in individual courses will be assessed through performance on written assignments, exams, and

presentations. The master's thesis will be expected to be of a standard comparable to peer-reviewed grant proposals or to manuscripts submitted to peer-reviewed biomedical journals.

SECTION V: Finance

The program is currently funded at a level of $300,000 per year through the award from the NIH. The School of Medicine is currently preparing an application for a Translational Science Award in response to a request for applications from the NIH. The K-30 program and the proposed Master of Science in Clinical Investigation represent a central element in the Clinical Translational Science Award application. The budget for the educational component for that application is approximately $500,000 annually. No internal reallocation of University funds will be required for the proposed program.

Budget

Financial Analysis Form for All R401 Documents					
	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE Enrollment	13	13	13	13	13
Cost Per FTE	21,143	21,777	22,431	23,104	23,797
Student/Faculty Ratio	2:1	2:1	2:1	2:1	2:1
Projected Headcount	16	16	16	16	16
Projected Tuition					
Gross Tuition	118,981	122,551	126,227	130,014	133,915
Tuition to Program	0	0	0	0	0
5 Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
Expense					
Salaries & Wages	196,165	202,050	208,111	214,355	220,785
Benefits	61,544	63,390	65,292	67,251	69,268
Total Personnel	257,709	265,440	273,403	281,606	290,054
Current Expense	14,150	14,575	15,012	15,462	15,926
Travel	3,000	3,090	3,183	3,278	3,377
Capital					
Library Expense					
Total Expense	274,859	283,105	291,598	300,346	309,356
Revenue					

Financial Analysis Form for All R401 Documents					
	Year 1	Year 2	Year 3	Year 4	Year 5
Legislative Appropriation					
Grants & Contracts	274,859	283,105	291,598	300,346	309,356
Donations					
Reallocation					
Tuition to Program					
Fees					
Total Revenue	274,859	283,105	291,598	300,346	309,356
Difference					
Revenue-Expense	0	0	0	0	0
Comments					
3% cost of increase 10 full time and 6 part time students= 16 headcount, 13.0 FTE					

Funding Sources

The competing renewal application to the NIH for the K-30 program was successful as funding for an additional five year period was granted. The School of Medicine currently receives approximately $300,000 annually from the NIH to support this program. No University funds will be required to establish the proposed new program. Faculty anticipate ongoing support for this training program through the NIH Clinical Translational Science Award mechanism. If external funding for the program is lost in the future, the number of courses that can be offered specific to the MSCI degree will have to be reduced. In this situation, the degree program may continue to be offered by revising the curriculum requirements to include more courses taken through other programs such as Public Health and Biomedical Informatics.

Reallocations

None.

Impact on Existing Budgets

None.

Appendix A: Program Curriculum

The MSCI degree with provide two tracks, or areas of emphasis. The first track emphasizes the inherited basis of human disease, mechanism-oriented clinical research, and bench-to-bedside translational research. The second track emphasizes epidemiology, health services research, and bedside-to-community translational research.

The course requirements for graduation are listed below. In addition to required and elective courses offered specifically for the MSCI degree, which are designated MDCRC, students may select electives from other graduate programs such as Biomedical Informatics (BMI), Public Health (FPMD), and Master of Statistics (STAT).

Required Core Courses (credits)

Both Tracks 1 and 2
MDCRC 6000 Introduction to Biostatistics (1)
MDCRC 6010 Introduction to Epidemiology (1)
MDCRC 6020 Data Management (1)
MDCRC 6040 Design and Implementation of Clinical Trials (2)
MDCRC 6410 Research Seminar Series (summer 1)(Fall 0.5)(spring 0.5)
MDCRC 6430 Bioethical Issues in Clinical Research (1)
MDCRC 6450 Grant Writing (2)
MDCRC 6970 Mentored Clinical Research Project (13 hours)

Track 1 Specific
MDCRC 6400 Medical Genetics for Clinical Investigators (1)
MDCRC 6420 Genetics of Complex Diseases (2)
MDCRC 6500 Gene Localization-Principles and Practice (2)
MDCRC 6510 Molecular Biology for Clinical Investigators (1)
MDCRC 6520 Biochemistry for Clinical Investigators (2)
MDCRC 6530 Utilization of Animal Models in the Development of Clinical Research Projects (2)

Track 2 Specific
MDCRC 6030 Computer Practicum (1)
MDCRC 6100 Epidemiology Seminar (1)
MDCRC 6110 Intermediate Epidemiology (2)
MDCRC 6120 Cost-Effectiveness Analysis (1)
MDCRC 6130 Introduction to Decision Analysis (1)
MDCRC 6210 Regression Models (2)

Elective Courses – Track 2 Specific
MDCRC 6140 Intermediate Decision Analysis (1)
MDCRC 6200 Meta Analysis (1)
MDCRC 6220 Survey Methods (1)
MDCRC 6230 Health Services Research (1)
MDCRC 6250 Epidemiology of Infectious Diseases (1)
MDCRC 6430 Implementation Science (1)
MDCRC 6440 Intervention Research (2)
MDCRC 6450 Grant Writing (2)

New Courses to be Added in Next Five Years – Track 2 Specific
MDCRC 6150 Molecular Epidemiology (1)
MDCRC 6160 Pharmacoepidemiology (1)
MDCRC 6240 Clinical Research with Diverse Populations (1)
MDCRC 6260 Behavioral and Community Interventions (1)
MDCRC 6270 Case Studies in Clinical Decision Support Systems (1)
MDCRC 6280 Clinical Epidemiology (1)
MDCRC 6290 Nutritional Epidemiology (1)

Suggested Electives in Other Health Sciences Programs
BMI 6040 Foundations of Genetic Epidemiology (1.5)
BMI 6700 Public Health Informatics (2)
BMI 6560 Familiality Methods (2)
STAT 6969 Special Topics in Statistics (1 - 6)
FPMD 6530 Global Health (3)
FPMD 7140 Applied Multivariate Data Analysis (3)

Course Descriptions for Both New and Existing Courses

MDCRC 6000 Introduction to Biostatistics (1)
Basic statistics with emphasis on medical and epidemiologic research problems, including description of data, theoretical distributions, hypothesis testing, multiple comparisons, correlation, confidence intervals, basic regression models, and sample size estimation.

MDCRC 6010 Introduction to Epidemiology (1)
This course covers the basics of epidemiology including: measures of disease frequency, measures of effect, basic study designs, confounding bias, stratification, and causal reasoning.

MDCRC 6020 Data Management (1)
The course materials cover managing databases for research including: problems and solutions for data management, database design, table linkage, confidentiality issues and data security.

MDCRC 6030 Computer Practicum (1)
This course is designed to afford hands-on practice with statistical software (Stata). Students learn to merge databases, generate and modify variables, scientific graphing, and simple programming.

MDCRC 6100 Epidemiology Seminar (1)
Key papers describing epidemiological methods are discussed, followed by critical reviews of representative studies illustrating the application of these methods. Causal reasoning and causal graphs are introduced. This course is presented in two two-hour blocks each week for the first three weeks of the intensive introductory course. 1 credit.

MDCRC 6040 Design and Implementation of Clinical Trials (2)
This course defines clinical trials and reviews drug registration trials, phase I, II and III trials, clinical endpoints, surrogate endpoints, pharmacokinetics, drug-drug interactions, data and safety monitoring, criteria for closure and single versus multi-institutional trials. Case-based sessions covering clinical trials in occlusive heart disease, arthritis, asthma and oncology emphasize informative examples of trial design and potential pitfalls.

MDCRC 6110 Intermediate Epidemiology (2)
Students enrolling in this course must have completed MDCRC 6010, Introduction to Epidemiology. The course considers in some depth the epidemiologic study designs: cohort, case-control, cross-sectional, ecological. Goals are that students will be able to: 1) design epidemiologic studies; 2) understand causal inference and potential sources of bias in observational studies; 3) recognize and address confounding and effect modification in data; and 4) critically read epidemiologic papers.

MDCRC 6120 Cost Effective Analysis (1)
The material presented covers concepts used in the economic evaluation of health care programs, foundations of cost effectiveness analysis, interpreting and critiquing the literature of cost-effective analysis, and constructing these analyses.

MDCRC 6130 Introduction to Decision Analysis (1)
This course serves as an introduction to the subject of decision analysis related to health care and includes: concepts, creation and evaluation of decision trees, Markov chains, sensitivity analysis and incorporation of patient preferences with utility analysis.

MDCRC 6140 Intermediate Decision Analysis and Modeling (1)
This course is a practicum in designing and constructing a decision analysis model to solve an actual health care problem. A problem is provided and students are instructed in methods to solve the problem utilizing decision analysis.

MDCRC 6150 Molecular Epidemiology (1)
The molecular epidemiology course will prepare students to conduct multidisciplinary studies using biological samples from humans. Students will become familiar with epidemiologic and data quality

considerations for molecular epidemiology studies, for example studies of intermediate markers of disease, studies of genetic susceptibility to disease, and pharmacogenetics studies.

MDCRC 6160 Pharmacoepidemiology (1)
Pharmacoepidemiology joins the fields of clinical pharmacology and epidemiology, and it is the study of the use and effects of drugs in large groups of people. Pharmacoepidemiologic methods are also used to conduct and evaluate programmatic efforts to improve medication use on a population basis. The aim of the course is to introduce students to the most important issues in pharmacoepidemiology. To this end, the course will emphasize phamacovigilance, surveillance methods, and follow-up studies. The course will present an overview of observational study designs, including drug utilization studies, case reports, and case-control and cohort studies. Description and measurement of drug exposures and outcomes, biases, and confounders as well as their implications in pharmacoepidemiological research will be included. The course contains lectures as well as exercises, and group discussions

MDCRC 6200 Meta Analysis (1)
The material covered focuses on the meta-analysis approach of combining quantitative data. Subjects covered include statistical methods, eligibility criteria of studies, tests of homogeneity, summary measures, sources of variation and sensitivity analysis

MDCRC 6210 Regression Models (2)
The course in regression models covers linear regression, logistic regression, Poisson regression, Cox regression, and includes: methods for correlated data (generalized estimating equations and mixed models), testing model assumptions, and assessment of model fit.

MDCRC 6220 Survey Methods (1)
This course provides an overview of the effects of survey design decisions on data quality. It focuses on the design of surveys used in research and practical issues related to their development, application, and interpretation. Topics include methods of data collection, sampling strategies, measurement error, and error associated with sampling and non-response. Additional topics include questionnaire format, interviewer effects and training, survey evaluation, and other strategies for ensuring survey quality.

MDCRC 6230 Health Services Research (1)
This course is focused on measurements of clinical outcomes and includes scale development, reliability and validity, study design, misclassification bias, co-morbidity, severity of illness scores and quality of life measurements.

MDCRC 6240 Clinical Research with Diverse Populations (1)
This course will focus on conducting observational and intervention research with diverse populations that are traditionally underserved, including people classified by age, gender, sexual orientation, geography, race and ethnicity. Students will critically examine recruitment and retention methods, data collection

instruments, research interventions, and study implementation strategies. There will be an emphasis on cultural competency and disparities in health indicators in diverse populations.

MDCRC 6250 Epidemiology of Infectious Diseases (1)
This course covers the epidemiology of infectious diseases and the dynamics of transmissible agents, including: outbreack investigation, mathematical models of host-microorganism interactions, and statistical methods for detection of disease clusters.

MDCRC 6260 Behavioral and Community Interventions (1)
This course provides an overview of social and behavioral science theories, community health assessment and planning models, social and behavioral determinants of health, and applying these to the design and implementation of inter-disciplinary community interventions. Research methods for program evaluation will be covered, including study designs and statistical models.

MDCRC 6270 Case Studies in Clinical Decision Support Systems (1)
This course will provide an overview of clinical decision support systems (CDSS) and methods, including implementation of CDSS and study designs for CDSS evaluation in clinical settings. Several case studies of actual CDSS implementations will be used to illustrate the issues and concepts.

MDCRC 6280 Clinical Epidemiology (1)
This course focuses on methods to study the determinants for variation in outcomes of illness, such as diagnostic and therapeutic interventions. Statistical methods for diagnostic and screening tests are presented, including test characteristics, comparisons and regression models for test characteristics, and correcting these for bias. Study designs for evaluating therapeutic efficacy and measuring natural history of disease are discussed.

MDCRC 6290 Nutritional Epidemiology (1)
This course focuses on application of epidemiological methods to current studies of diet, nutrition, and chronic disease. A discussion of current issues and controversies enable students to plan studies in nutritional epidemiology and disease prevention. The broad aim of the course is to expose students to the principles of nutrition epidemiology and arm them with tools to evaluate nutrition epidemiology in the literature. At the end of the course students will be able to discuss the basic principles used in nutrition epidemiology and critically evaluate nutrition epidemiology in the literature.

MDCRC 6400 Medical Genetics for Clinical Investigators (1)
This course provides a broad overview of medical genetics with an emphasis on issues most relevant for clinical investigators, including the formal genetics of Mendelian traits. Cytogenetics and new molecular techniques are covered. Gene mapping through linkage analysis, positional cloning and candidate gene analysis are reviewed.

MDCRC 6410 Research Seminar Series (1 summer, 0.5 fall, 0.5 spring)

Each seminar begins with the presentation of a case representing an inherited human disorder or a clinical issue related to health care delivery or epidemiology. Discussions follow based on the methods used for cloning responsible genes or defining epidemiologic and other health care issues. The seminars are designed to illustrate the process of scientific discovery in clinical investigation, provide examples of how innovative approaches and methods were applied and to discuss obstacles that impeded progress.

MDCRC 6420 Genetics of Complex Diseases (2)
This key course addresses issues relevant to the identification of genes underlying susceptibility to complex disorders. Subjects covered include advantages and disadvantages of isolates versus large populations, utilization of affected sibling pairs, discordant sibling pairs and extended families. Traditional case-control association methods and family-based methods are covered. Other subjects include locus and allelic heterogeneity, phenotypic heterogeneity, gene-gene and gene-environmental interactions and density of polymorphic markers.

MDCRC 6430 Bioethical Issues in Clinical Research (1)
Ethical issues and standards for scientific investigation are covered in depth. Course-work emphasizes the history and evolution of research norms and practices, institutional expectations and standards, and the process of review and oversight for experimental protocols. Additional material covers ethical issues and public policy linked to genetic research. Case-based problem solving is used to cover interactions with the Institutional Review Board.

MDCRC 6440 Intervention Research (2)
Interdisciplinary approaches to bedside-to-community translational research will be covered. Strategies will be presented for designing and implementing field intervention studies and cluster randomized trials. Methods of analysis will include time series analysis. This course will also encompass health information technology interventions, such as clinical decision support systems. Behavior change models will be discussed.

MDCRC 6450 Grant Writing (2)
This course covers the entire preparation of a grant, including funding sources, letter of intent, aims and hypotheses, background, specific projects, sample size and statistics, budgets, biosketches, and supporting appendices. Students will write an actual grant and critique classmates' grants.

MDCRC 6500 Gene Localization-Principles and Practice (2)
This course offers detailed coverage of methods of linkage analysis including LOD scores, estimation of pedigrees, non-parametric methods including sib-pair analysis and affected pedigree member analysis. Efficient study design is presented, with emphasis on the importance of accurate phenotyping with an introduction to the use of the GCRC phenotyping core. Basic statistical issues central to linkage analysis are covered extensively.

MDCRC 6510 Molecular Biology for Clinical Investigators (2)

This course focuses on modern prokaryote and eukaryote genetics, eukaryote gene structure with an emphasis on mammalian systems and cell biology emphasizing mammalian model systems. Subjects covered include DNA replication, control of replication, transcription, transcription factor networks, signal transduction, pathways in cancer biology, bacterial phage genetics, bacterial genomics and gene targeting. Methods utilized in laboratory-based investigations utilizing molecular biology are covered in detail.

MDCRC 6520 Biochemistry for Clinical Investigators (2)
This course utilizes clinical syndromes as the starting point for teaching exercises in biochemistry. Course material covers DNA synthesis and repair, lipid metabolism, cell cycle control, protein structure, biochemistry of diabetes and the interactions of biochemical pathways in complex organisms. The objective of the course is to prepare clinical investigators to be totally conversant with techniques of biochemistry, cell cycle control and protein structure that might relate directly to clinical research projects done by multidisciplinary groups.

MDCRC 6530 Utilization of Animal Models in the Development of Clinical Research Projects (2)
It is now possible to precisely modify any DNA sequence within the genome of the mouse. This course emphasizes the use of mouse models to dissect the genetic basis of human disease. Deletion of genes using homologous recombination are covered extensively as are other methods of gene inactivation (anti-sense constructs, inhibitory RNA, and others). New experimental systems for modeling human diseases in zebra fish and C. elegans are also covered.

MDCRC 6970 Mentored Clinical Research Project (10 to 15)
Faculty: A roster of qualified research mentors is given in Table 6, Appendix 1.
Course Description: Graduate research projects designed to extend over the two years of the program, and culminating in the writing of a NIH career development application (K-23, K-08) or equivalent are initiated at the beginning of the student's coursework. Selection of mentors and initiation of projects occurs outside of regular class hours.

Appendix B. Program Schedule

The suggested class schedule for completion of the MSCI degree for Track 1 (Inherited Basis of Human Disease) is:

Year 1, Summer Semester Six-Week Intensive (2nd week of July through 3rd week of August)
MDCRC 6000 Introduction to Biostatistics (1)
MDCRC 6010 Introduction to Epidemiology (1)
MDCRC 6020 Data Management (1)
MDCRC 6410 Research Seminar Series (1)
MDCRC 6430 Bioethical Issues in Clinical Research (1)
MDCRC 6440 - Medical Genetics for Clinical Investigators (1)
MDCRC 6510 - Molecular Biology for Clinical Investigators (1)

Year 1, Fall Semester
MDCRC 6410 Research Seminar Series (0.5)
MDCRC 6420 Genetics of Complex Diseases (2)
MDCRC 6970 Mentored Clinical Research Project (3 hours)

Year 1, Spring Semester
MDCRC 6040 Design and Implementation of Clinical Trials (2)
MDCRC 6410 Research Seminar Series (0.5)
MDCRC 6500 Gene Localization-Principles and Practice (2)
MDCRC 6970 Mentored Clinical Research Project (3 hours)

Year 2, Fall Semester
MDCRC 6520 Biochemistry for Clinical Investigators (2)
MDCRC 6970 Mentored Clinical Research Project (4 hours)

Year 2, Spring Semester
MDCRC 6450 Grant Writing (2)
MDCRC 6530 Utilization of Animal Models in the Development of Clinical Research Projects (2)
MDCRC 6970 Mentored Clinical Research Project (3 hours)

The suggested class schedule for completion of the MSCI degree for Track 2 (Epidemiology and Health Services Research) is:

Year 1, Summer Semester Six-Week Intensive (2nd week of July through 3rd week of August)
MDCRC 6000 Introduction to Biostatistics (1)
MDCRC 6010 Introduction to Epidemiology (1)

MDCRC 6020 Data Management (1)
MDCRC 6030 Computer Practicum (1)
MDCRC 6100 Epidemiology Seminar (1)
MDCRC 6410 Research Seminar Series (1)
MDCRC 6430 Bioethical Issues in Clinical Research (1)

Year 1, Fall Semester
MDCRC 6110 Intermediate Epidemiology (2)
MDCRC 6120 Cost Effective Analysis (1)
MDCRC 6130 Introduction to Decision Analysis (1)
MDCRC 6410 Research Seminar Series (0.5)
MDCRC 6970 Mentored Clinical Research Project (3 hours)

Year 1, Spring Semester
MDCRC 6040 Design and Implementation of Clinical Trials (2)
MDCRC 6210 Regression Models (2)
MDCRC 6410 Research Seminar Series (0.5)
MDCRC 6970 Mentored Clinical Research Project (3 hours)

Year 2, Fall Semester
MDCRC 6970 Mentored Clinical Research Project (3 hours)
MDCRC 6230 Health Services Research (1)
MDCRC 6220 Survey Methods (1)

Year 2, Spring Semester
MDCRC 6450 Grant Writing (2)
MDCRC 6970 Mentored Clinical Research Project (4 hours)

Appendix C: Faculty

Current faculty who will participate in the didactic teaching for the MSCI degree include the following:

Tom Greene, Ph.D.
Professor of Medicine
Division of Epidemiology
University of Kentucky, Lexington, KY - B.S. 1980 - Mathematics and Psychology
Cornell University, Ithaca, NY - M.S. 1983 - Statistics
Cornell University, Ithaca, NY - Ph.D. 1985 – Statistics
Research interests: statistical methods for randomized clinical trials, longitudinal data analysis, and on the validation and use of surrogate endpoints. He directs the statistical analyses for several multi-center clinical trials sponsored by the National Institutes of Health, including the African American Study of Kidney Disease and Hypertension, the Focal Segmental Glomerulosclerosis Study, and the trials of the Frequent Hemodialysis Network. Dr. Greene also directs the statistical analyses for the Collaborative Study Group, which is an international consortium of investigators who conduct industry sponsored clinical trials in patients with chronic kidney disease.

Anita Y. Kinney, Ph.D.
Associate Professor of Medicine
Division of Epidemiology
Seton Hall, South Orange, NJ - B.S.N. 1981 - Nursing
University of Pennsylvania, PA - M.S. 1988 - Nursing (APN)
Univ. of Texas Public Health, Houston, TX - Ph.D. 1996 - Epidemiology
Univ. of North Carolina, Chapel Hill, NC - Post Doc 1997 - Cancer Prevention & Epidemiology
Research interests: to understand variation in health outcomes and attitudes, and to use this information to develop effective interventions that facilitate informed decision making and positive changes in health behaviors. Kinney is particularly interested in studying these issues in socially and geographically underserved populations.

James P. Kushner, MD
M.M. Wintrobe Distinguished Professor of Medicine and Chief of the Division of Hematology
Program Director, Center of Excellence in Molecular Hematology (CEMH)
Associate Program Director, General Clinical Research Center (CRC)
Bowdoin College, Brunswick, Maine, B.A., 1957
New York University Graduate School of Arts and Science, New York, New York, 1957-1958
University of Pittsburgh, School of Medicine, Pittsburgh, Pennsylvania, M.D., 1962
Research interests: genetic disorders of iron metabolism and genetic disorders affecting the porphyrin biosynthetic pathway. His research has been continuously funded through the National Institutes of Health (NIH) for the past 20 years. The grant supporting his research on the genetic basis of porphyric disorders was awarded merit status in its last competing renewal. He is the M.M. Wintrobe Professor of Medicine and an Adjunct

Professor of Pathology and is the Principle Investigator and Director of the University of Utah's Center of Excellence in Molecular Hematology.

Dean Y. Li, M.D., Ph.D.
Associate Professor of Medicine
Human Molecular Biol & Genetics Program
Eccles Institute of Human Genetics
B.A. University of Chicago
M.D. Washington University
PhD. Washington University
Research interests: to describe vascular development as a series of sequential and coordinated molecular events. This information is vital for understanding embryogenesis and devising strategies for the prevention and treatment of malignancies and obstructive vascular disease. Dr. Li hypothesizes that many genes implicated in human vascular disease play fundamental roles in vascular development.

Maureen A. Murtaugh, Ph.D., R.D.
Associate Professor of Medicine
Division of Epidemiology
Syracuse University, Syracuse, NY - B.S. 1983 - Dietetics
University of Connecticut, Storrs, CT - Ph.D. 1991 – Nutrition
University of Minnesota, Minneapolis, MN - Post Doc. 2002 – Epidemiology Research interests: the role of nutrition in development of chronic disease. She is currently principal investigator of a study to establish norms for bone health for Navajo people and another to validate a dietary history questionnaire for American Indians and Alaska Natives.

Matthew H. Samore, MD
Professor of Medicine
Chief, Division of Epidemiology
Macalester College, St. Paul, MN – B.A. 1979 – Biology
University of Wisconsin, Madison, WI – M.D. 1984 – Medicine
Research interests: methods in infectious disease epidemiology, antibiotic resistance in hospitals and communities, computer-decision support for antibiotic prescribing and infection control, and surveillance of errors and adverse events. Dr. Samore is leading or participating in several randomized intervention trials that address antimicrobial resistance and other studies that apply computer-based approaches to surveillance and/or antibiotic prescribing. These include the CMS-funded RADAR (Rural Antibiotic Decision-Support and Resistance) project, the CDC-funded IMPART (Inter-Mountain Project on Antimicrobial Resistance and Therapy), an FDA sponsored study of adverse event surveillance, and the AHRQ-funded INFORM (Intelligent Network for Orders, Registry, and Management) project.

Greg Stoddard, MPH
Division of Epidemiology, Department of Medicine
Adjunct Assistant Professor in the Department of Orthopedics

University of Utah, Salt Lake City, UT – BS 1983 – Mathematics (Statistics Emphasis)
University of Phoenix, Salt Lake City, UT-MBA 1988-Business Administration
University of Utah, Salt Lake City, UT – MPH 1998-Public Health/Epidemiology
Research Interests: statistical methods in epidemiology

Carol Sweeney, Ph.D.
Associate Professor of Medicine
Division of Epidemiology
Department of Medicine
Wellesley College, Wellesley, MA - B.A. 1981 - Biological Sciences
University of Washington, Seattle, WA - M.S. 1990 - Environmental Health
University of Washington, Seattle, WA - Ph.D. 1999- Epidemiology
Research interests: cancer epidemiology, with specific interests in the role of common genetic variants in cancer susceptibility and survival, and in the epidemiology of cancer survivors.

Donald A. McClain M.D., Ph.D.
Professor of Medicine and Biochemistry
Director, General Clinical Research Center
Division of Endocrinology
Department of Medicine
Haverford College, Haverford, PA - B.A. 1973 - Biological Sciences
Rockefeller University, New York, NY – Ph.D. 1978 - Biochemistry
Cornell University Medical College, New York, NY - M.D. 1979
Research interests: pathogenesis of type 2 diabetes, physiology of obesity, effects of iron overload.

Lucy A. Savitz, Ph.D., MBA
Senior Scientist, Institute for Health Care Delivery Research
Intermountain Healthcare
Associate Professor, Clinical Epidemiology, School of Medicine
University of Utah
University of Denver, Denver, CO BSBA 1983 Finance
University of Denver, Denver, CO MBA 1984 Business
University of North Carolina, Chapel Hill, NC Ph.D. 1994 Health Policy & Administration (Minor: Medical Geography)
Research Interests: Quality improvement and patient safety from a population-based perspective with special focus on implementation science and new directions in participatory program evaluation.

Lynn Jorde, PhD
Professor of Human Genetics
Eccles Institute of Human Genetics
University of New Mexico PhD

April 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State College of Utah – Associate of Applied Science Degree in Respiratory Therapy – Action Item

Issue

Dixie State College of Utah requests approval to offer an Associate of Applied Science in Respiratory Therapy effective Fall Semester 2008. This program was approved by the institutional Board of Trustees on November 16, 2007. The proposal was approved by the Regents Program Review Committee on March 4, 2008.

Background

The respiratory therapy program is designed to provide students with the knowledge and skills to become credentialed, licensed, and employed in the field of respiratory care. Employment opportunities in this profession include bedside therapists in hospitals and extended care settings as well as in patients' homes. Therapists are also included in emergency response teams and are employed as members of air- and ground-transport teams of critically ill patients. Therapists also provide patient instruction and education relative to their specific disease or condition, such as working in asthma clinics, cystic fibrosis clinics, pulmonary function laboratories, and sleep labs.

Respiratory therapists (licensed in Utah as Respiratory Care Practitioners [RCPs]) provide direct patient care to a wide variety of patients with disorders or injuries that affect the cardiorespiratory system. These therapies are provided to patients who range from premature infants to the elderly, and are delivered in the acute care (hospital) setting (including neonatal, adult, cardiac, and neurologic intensive care units), home care, and rehabilitative or extended care facilities.

Dixie State College already offers an array of health professions programs, including nursing, dental hygiene, emergency care and rescue (EMT/Paramedic), medical radiography, surgical technology, and

phlebotomy. A new health sciences building is under construction with expected completion during spring 2008. It has sufficient space to provide appropriate classroom and laboratory facilities/equipment for this program. The School of Business, Sciences, and Health has the infrastructure to support advising new and prospective students and to support the development and initiation of this program.

Policy Issues

The proposed program has been reviewed by other USHE institutions. Comments and concerns were addressed, and other USHE institutions are in support of the program.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to Offer an Associate of Applied Science Degree in Respiratory Therapy at Dixie State College of Utah, effective Fall 2008.

David L. Buhler, Interim Commissioner

DLB/GW
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Request to Offer an
Associate of Applied Science in Respiratory Therapy

Dixie State College of Utah

Prepared for
David L Buhler
By
Gary Wixom

April 9, 2008

SECTION I: The Request

Dixie State College of Utah requests approval to offer an Associate of Applied Science in Respiratory Therapy effective Fall Semester 2008. This program was approved by the institutional Board of Trustees on November 16, 2007.

SECTION II: Program Description

Respiratory therapists (licensed in Utah as Respiratory Care Practitioners [RCPs]) provide direct patient care to a wide variety of patients with disorders or injuries that affect the cardiorespiratory system. These therapies are provided to patients who range from premature infants to the elderly, and are delivered in the acute care (hospital) setting (including neonatal, adult, cardiac, and neurologic intensive care units), home care, and rehabilitative or extended care facilities. The respiratory therapist works closely with physicians and other members of the health care team to evaluate and treat patients with acute or chronic respiratory or cardiopulmonary conditions, diseases, disorders, or injuries. Although the therapist works under the general supervision of a physician, there are many circumstances in which the therapist must be able to exercise independent judgment and perform emergency procedures. The minimum entry-level preparation into respiratory therapy is an Associate Degree, with many institutions developing a baccalaureate degree to develop further advanced clinical, management, and leadership skills.

Curricular requirements for a respiratory therapy program are determined by the professional accrediting agency, the Committee on Accreditation for Respiratory Care (CoARC). Program evaluation and final accreditation status is awarded by the Committee on Accreditation of Allied Health Education Programs (CAAHEP) of the American Medical Association. Graduates of accredited programs are eligible to obtain a credential and to become licensed to practice respiratory care. The national standard for licensure of respiratory therapists is the CRT or RRT credential and these credentials establish reciprocity among all states currently requiring licensure in the U.S. The National Board for Respiratory Care (NBRC) establishes the content of credentialing examinations based upon a 5-year cycle of evaluating current practice and revising the examinations to reflect any changes in practice. Licensure and credentialing are linked by NBRC policy requiring practitioners to maintain current knowledge in the field by renewing their credential every 5 years.

The respiratory therapy program at Dixie State College will satisfy accreditation requirements and fully prepare graduates to enter the profession upon program completion. The program will consist of:

a) prerequisite (general education) course work; and
program curriculum courses that will include (see Curriculum, Appendix A)

b)
   a. theory courses,
   b. laboratory practice, and
   c. clinical practice

Students will be admitted into the program in a cohort and must follow an established curriculum sequence and achieve minimum academic progress throughout the program.

Purpose of Degree

The respiratory therapy program is designed to provide students with the knowledge and skills to become credentialed, licensed, and employed in the field of respiratory care. Employment opportunities in this profession include bedside therapists in hospitals and extended care settings as well as in patients' homes. Therapists are also included in emergency response teams and are employed as members of air- and ground-transport teams of critically ill patients. Therapists also provide patient instruction and education relative to their specific disease or condition, such as working in asthma clinics, cystic fibrosis clinics, pulmonary function laboratories, and sleep labs. Therapists are employed in clinical and bench research settings and may work in the medical equipment industry in design, development or sales. Therapists provide formal and informal education and are employed in the educational community at a variety of levels.

To prepare students to excel in a field as technical and varied as this requires a breadth of knowledge and skills. The program will have a competitive selection process to assure students are qualified to successfully complete the curriculum and possess the cognitive, psychomotor, and affective skills required in the practice of the profession. As described in Section IV (Program and Student Assessment), mechanisms will be developed to assure that students develop the competencies required in the profession and to maintain a curriculum that is consistent with national and local practice trends.

Institutional Readiness

Dixie State College already offers an array of health professions programs, including nursing, dental hygiene, emergency care and rescue (EMT/Paramedic), medical radiography, surgical technology, and phlebotomy. A new health sciences building is under construction with expected completion during spring 2008. It has sufficient space to provide appropriate classroom and laboratory facilities/equipment for this program. The School of Business, Sciences, and Health has the infrastructure to support advising new and prospective students and to support the development and initiation of this program. The single key component to the success of a new clinical practice program is the support of the local medical community and providers. There is a very close and collegial working relationship already established with Dixie Regional Medical Center (DRMC) and they are in full support of this program. Durable medical equipment (DME) businesses, skilled nursing facilities, and sleep labs in the area will also benefit from the availability of new practitioners.

Faculty

The college is currently conducting a national search for an appropriately qualified program director for this program, but local instructional resources are abundant. In addition to nursing faculty that could provide adjunct instruction for this program, several respiratory therapy staff members of DRMC have previous teaching experience, and have expressed interest in faculty positions available for this program at Dixie State College. Additional faculty will be recruited as needed.

Staff

Secretarial staff will be required for this program; it is anticipated that this staff could be shared with another existing department in the health sciences area. The proposed budget includes 1.0 FTE secretarial support but this will be evaluated as the program is developed and is integrated with other existing programs. The ATE/Health Sciences advisor will provide student and academic advisement.

Library and Information Resources

The Val A. Browning Library has extensive learning resources in Nursing and the Allied Health Sciences including books (virtual and electronic), online databases, DVDs, and videotapes. Online databases in which students can access full text articles include ProQuest Nursing and Allied Health Source, MEDLINE, Clinical Pharmacology, Biomedical Reference Collection, Health Source: Nursing/Academic Edition, and others. The library liaison to the Health Sciences provides assistance for faculty in making new library acquisitions, orienting students to accessing databases, and developing discipline-specific reference assistance handouts. Reference librarians are available online to students 24 hours a day, 7 days a week. Additionally, Dixie Regional Medical Center has a medical library that is available to Dixie State College students. Funds have been included in the program proposal budget (see below) for library acquisitions that are specific to respiratory therapy. The Dean of Business, Sciences, and Health recently purchased $8000 in electronic books in the Allied Health Sciences for inclusion in the library. This accounts in part for the relatively modest library funds in the program proposal budget. Respiratory therapy and library budgets will be periodically updated to include access of additional library resources as needed.

Admission Requirements

Admission to the respiratory therapy program is based upon academic performance in both general education and specific program prerequisite courses in addition to other selection criteria, including:

1) Submission of a complete Program Application on or before the deadline established by the program;
2) Minimum cumulative GPA of 2.75 or higher;
3) Completion with a “C” or better of all program prerequisite courses;
4) Satisfactory communication skills as demonstrated through an interview with the Respiratory Therapy Program Selection Committee;
5) Three letters of recommendation, including at least one from an instructor in a prerequisite course; and
6) Certification in CPR and as a C.N.A.

Additional factors that will be taken into consideration for program admission include previous health care experience and weighted GPA in specific prerequisite courses. A criminal background check, drug screen, and selected immunizations will be required upon acceptance to the program.

Student Advisement

Prospective and enrolled students will be advised by the ATE/Health Sciences advisor. Students will be given career and academic information prior to and during the program.

Justification for Number of Credits

The total number of credit hours required for the Respiratory Therapy program is consistent with requirements at Weber State University and with comparable programs across the nation. The WSU program requires 25 prerequisite credit hours and 63 program credit hours (total of 88) to achieve registry-eligible status.

The Dixie State College program purposes an associate of applied science in respiratory therapy that requires 10 general education and 59 program credit hours (total 69), which is in the range set by the Regents for an Associate of Applied Science. There are up to 20 credit hours in prerequisites needed depending upon a student's background and preparation.

A survey of CAAHEP-accredited registry-eligible programs across the nation shows a range of 82 to 103 credit hours for Associate degrees in this discipline. Health professions programs typically require a concentration of focused specific courses to prepare competent practitioners and meet professional accreditation standards. For example, the Dixie State College Medical Radiography Associate Degree requires 90 credit hours.

The WSU program is configured as a "1+1" program, meaning that students complete one year of the program to achieve eligibility for the CRT exam and one more year to achieve eligibility for the RRT exams. However, the national trend in this profession is to abandon this 1+1 format in favor of a dedicated associate degree at the RRT level, primarily due to significant changes in the knowledge and skills currently required to pass the CRT exam. According to the Committee on Accreditation of Allied Health Programs (CAAHEP) of the American Medical Association, of the 356 respiratory therapy programs currently accredited fewer than 20 programs offer the 1+1 format and of the 43 programs currently applying for accreditation status only 2 are CRT programs and none are 1+1.

External Review and Accreditation

The proposed Respiratory Therapy program curriculum has been developed in accordance with standards established by the Committee on Accreditation for Respiratory Care (CoARC) by an external professional consultant. Courses are designed to meet all content and skills requirements described in the Standards and Essentials published by CoARC.

Projected Enrollment

Previous experience and current student interest in this field suggest that there is a significant pool of applicants that could be developed into qualified students for the program. Considering that there is both a local and national shortage of respiratory therapists, and that students who may have prepared for but not been accepted into a nursing program will meet the Program selection criteria, it is projected that the Dixie

State College Respiratory Therapy program will admit classes of 20 students twice each calendar year. This student enrollment is projected based upon structuring the curriculum to be offered in consecutive semesters to better utilize faculty and facilities. It is anticipated that students will be admitted as cohorts in fall and summer terms. It is not feasible to admit new students every semester because of the limitations of supporting clinical practice sites for student placement. Projected student enrollment is displayed in Table 1.

Table 1: Projected DSC Respiratory Therapy Enrollment

Year Offered	Total # Student FTE	Student FTE to Faculty FTE Ratio
2008-2009	15	7.5:1
2009-2010	30	15:1
2010-2011	35	17.5:1
2011-2012	40	20:1
2012-2013	40	20:1

Student to faculty ratio is projected based on the initial budget of two full-time program faculty, to be supplemented with adjunct clinical faculty.

SECTION III: Need

Program Need

The national manpower shortage of healthcare providers is also demonstrated in Utah, and with the St. George area being the fastest-growing metropolitan complex in Utah this shortage will become particularly acute over the next ten years. Additionally, since a large segment of St. George's population are retirees, who also have one of the highest health-care utilization rates, maintaining a steady pool of health care professionals is essential. In fact, the unique demographics of St. George demand access to health care at all points of entry, from neonatal care (i.e. high birth-rate) to emergency care (high ER admission rate) to acute and long-term care. When Dixie Regional Medical Center began admitting patients in 2003 and initiated its cardiac surgery service, it immediately reached patient volumes comparable to hospitals in the Salt Lake City area. Respiratory therapists are needed in all areas of the hospital including critical care areas such as ER, ICUs, and Labor and Delivery of high-risk infants as well as all general care areas. Therapists are also employed in the home care and DME fields, sleep labs, and rehabilitation facilities.

The crisis in available health care professionals over the past ten years is likely to worsen over the next two decades. There are many factors that contribute to this shortage, including the aging of the current workforce, the concurrent aging of the population, and the concomitant strain on the health care system, occupational stress associated with health professions, and the relatively low salaries in comparison to the expense and rigor of the education required. Even given these factors, interest in health professions continues to grow, likely associated with the job-security and intrinsic rewards of these professions.

Weber State University currently has the only USHE Respiratory Therapy program and it has been difficult if not impossible to recruit graduates from that program to relocate to the St. George area. The manpower

shortage in central-northern Utah remains problematic even though WSU has attempted to increase classes and class sizes. Dixie Regional Medical Center has directly approached Dixie State College to develop health care professions programs in this area, including the Respiratory Therapy, Medical Radiography, and Surgical Technician programs. The nearest Respiratory Therapy program to St. George is in Las Vegas, and the Las Vegas health-care manpower shortage is such that there are currently two acute-care hospitals in Las Vegas that have not opened due to lack of professional staff.

Labor Market Demand

Respiratory therapists have been on the Intermountain Healthcare human resources "difficult-to-recruit" list for the past 15 years. Respiratory care staffing has been problematic since the opening of the Dixie Regional Medical Center in St. George in 2003. The hospital has had to utilize temporary staffing services due to a lack of local professionals available to hire. The national demand for therapists is increasing at approximately the same rate as for nurses and according to the U.S. Department of Labor, the area of allied health professions is among the fastest growing occupations nationally. It is projected that there will be a need for 65 new therapists in the southern part of Utah over the next five years, and this is not adjusted for projected retirement of currently practicing RCPs.

The national growth trend is 8.7% increase per year over the past 10 years in RCPs employed from 1995-2005 (from 81,000 to 151,560), and this trend is mirrored by labor statistics in Utah (see Table 2).

Table 2: RCP Growth Trends

	Total Jobs		%growth		%growth		%growth	Annual Growth
	1995	2002		2005		2010		
U.S.	80,998	109,202	35%	151,559	39%	204,604	35%	8.7%
Utah			30-40%		30-40%			6-8%

Student Demand

It is difficult to quantify the number of potential students for this program, but student interest in all health professions programs is very strong. The number of applicants for all health professions programs at Dixie State College exceeds the number of students that can be admitted, and this phenomenon is true in other USHE institutions as well. A key factor in providing health professions programs is the availability of qualified and willing clinical training facilities. Although the classroom (didactic) portions of the curricula are easily offered to large classes, the "bottle-neck" is providing low student-faculty ratios in hands-on laboratory practice courses and subsequent actual clinical practice.

The School of Business, Science, and Health Sciences has a designated advisor to interview students who express an interest in this profession. There has been a consistent pool of 70-100 students per year that have sought information and academic advising about this profession and the courses that would likely fulfill prerequisite requirements. Additionally, given that there are students who apply for the nursing

program but cannot be admitted due to class size limits, this pool of applicants would already meet prerequisite requirements for the Respiratory Therapy Program and are often more than willing to apply to a related program. Nationally there are several programs that currently offer a dual-credential RN-RRT program, and there is a growing market for these richly qualified professionals.

Similar Programs

As described in this document and Appendix C, Weber State University is the only USHE institution to offer a similar program. The proposed program at Dixie State College meets all CoARC professional accreditation standards and has a curriculum, which is similar but not identical to the WSU program.

The WSU program is configured as a "1+1" program, meaning that students complete one year of the program to achieve eligibility for the CRT exam and one more year to achieve eligibility for the RRT exams. The national trend in this profession is to abandon this 1+1 format in favor of a dedicated associate degree at the RRT level, primarily due to significant changes in the knowledge and skills currently required to pass the CRT exam. According to the Committee on Accreditation of Allied Health Programs (CAAHEP) of the American Medical Association, of the 356 respiratory therapy programs currently accredited fewer than 20 programs offer the 1+1 format and of the 43 programs currently applying for accreditation status only 2 are CRT programs and none are 1+1.

The curriculum proposed for the Dixie State College programs provides students with all required program content and is consistent with both WSU and other programs in total discipline-specific credit hours. Another element that distinguishes the Dixie State program from the WSU program is the intent to run the program throughout the academic year, including during the summer term, to allow better utilization of faculty and facilities. While the curriculum for this program varies from the WSU curriculum, it is similar enough to allow matriculation of students from WSU or other programs in the event that a student relocates to this area during his or her program, or has interrupted his/her education and wishes to re-enter a respiratory therapy program.

Collaboration with and Impact on Other USHE Institutions

Weber State University currently has the only Respiratory Therapy program in the USHE, and it has been difficult, if not impossible, to recruit graduates from that program to relocate to the St. George area. The manpower shortage in central-northern Utah remains problematic even though WSU has attempted to increase classes and class sizes. In order to supply the demand for physical therapists locally, DSC undertook the development of this proposal in consultation with Weber State University Respiratory Therapy Professor Georgine Bills. Professor Bills has subsequently been hired by Dixie State College to direct its new RT program.

Currently there is no collaboration with any of the regional institutions offering respiratory therapist programs. The DSC program should have no effect on enrollments at Weber State University or other Utah institutions because of its location in southern Utah and the expenses involved in moving and attending DSC. In addition, the graduates from the program will have an opportunity to complete the Bachelor's degree in a related field at DSC and/or other USHE institutions.

Benefits

DSC is recognized by the local community as the primary educational source for preparing graduates to work in the needed health care and technical professions. Dixie Regional Medical Center has directly approached Dixie State College to develop health care professions programs in this area, including Respiratory Therapy. Respiratory therapists are needed in all areas of the hospital including critical care areas such as ER, ICUs, and Labor and Delivery of high-risk infants as well as all general care areas. Therapists are also employed in the home care and DME fields, sleep labs, and rehabilitation facilities.

Consistency with Institutional Mission

A key element of Dixie State College's Mission is "to transmit knowledge and skills primarily through education and training programs at the certificate and associate degree level, including applied technology education programs." As a result, DSC has taken steps to develop a core of healthcare professions programs. The proposed Associate of Applied Science degree in Respiratory Therapy is the college's response to meeting the southern Utah community need as well as meeting the DSC and USHE missions. The proposed AAS degree in Respiratory Therapy is in a high demand profession; it is consistent with and supports the missions of the USHE, the Board of Regents and the DSC. The program will provide specialized quality technical educational opportunities for students resulting in knowledgeable, competent, caring, ethical and quality-oriented graduates that will be eligible for national licensure.

SECTION IV
Program and Student Assessment

Program Assessment

Professional accreditation standards established by CoARC include the requirement that all accredited programs establish goals and standards specifically related to outcomes, and to develop measurement systems to monitor the program's effectiveness on a continuous basis. Programs develop and submit annual Progress Reports to CoARC and are compared to threshold criteria established by CoARC for selected outcomes. There is no standard specific to the number of goals a program must establish, but each program must report outcomes relative to the basic goal of graduating students who are prepared to enter the workforce. To this end, each program must develop standards and measurements to assess its effectiveness in three learning domains: cognitive, psychomotor, and affective.

A sample of program goals and standard for this program is provided in Table 3.

Program Goal: Prepare graduates to competently enter the workforce, possessing the cognitive, psychomotor, and affective skills expected by employers.

Table 3: Program Standards and Measurement Systems

DOMAIN	MEASUREMENT #1	MEASUREMENT #2	OUTCOME/ANALYSIS
Cognitive	Graduates performance on credentialing examinations [CRT, Written RRT, and Clinical Simulation]	Employers surveys re: satisfaction with knowledge of program graduates	Program will report pass-rates on 3 credentialing examinations, with analysis of graduate performance; program will tabulate and analyze employer feedback re: knowledge levels of new graduates
Psychomotor	Graduates must demonstrate competency in all skills required during the curriculum	Employers surveys re: satisfaction with ability of graduates to perform skills and adapt therapy to patients	Program will assess student competence in any randomly selected skills prior to graduation; program will tabulate and analyze employer feedback regarding graduates' ability to competently perform tasks
DOMAIN	MEASUREMENT #1	MEASUREMENT #2	OUTCOME/ANALYSIS
Affective	Faculty will assess students' behaviors specific to communication skills, ethics, work habits, and interpersonal relations	Employer surveys regarding satisfaction with graduates' ability to effectively interact with staff and patients and comply with work expectations	Program will assess student behaviors prior to graduation; program will tabulate and analyze employer feedback re: graduates' ability to meet behavioral expectations of the workplace

Standardized Employer and Graduate Satisfaction Surveys are available from CoARC and programs are encouraged to utilize these instruments as part of their continual program review process. Graduate performance on credentialing examinations is available to the program from the National Board for Respiratory Care (NBRC), including statistics relative to graduate performance compared to graduates of other programs and performance specific to content areas of the examinations. The content areas correspond to educational essentials recommended by CoARC and as reflected in the regular review of the practice conducted every five years by the NBRC.

Student Assessment

Students are evaluated regularly throughout the program and receive feedback specific to all three learning domains. Table 4 describes both formative and summative student assessments.

Table 4 Student Formative and Summative Assessments

DOMAIN	FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Cognitive	1) Course examinations must be passed with scores of 75% or higher 2) Students must achieve a grade of "C" or higher in each course	1) Students will take NBRC Self-Assessment examinations during their final semester (included in RT 3150) and must achieve a score of no more than 5% less than the national cut score for the CRT and Written Registry examinations to receive a grade of "C" or better in this course
Psychomotor	1) Students must demonstrate competency in all skills practiced in the lab; 2) Students must demonstrate competency in skills performed in the clinical settings	1) Students will be required to redemonstrate previously learned skills at any time during the program; and 2) During the final semester, students will be required to perform a set of randomly selected skills to demonstrate continuing competence
Affective	1) Students grading rubrics for all courses (didactic, laboratory, and clinical practice) will include a component based on professionalism and work habits; 2) Clinical course student evaluations will include specific feedback regarding the students' interpersonal skills, work habits, and professionalism.	1) Student compliance with the professional code of ethics and the program standards of professional behavior will be assessed summatively during their final semester of the program. While this assessment may not be utilized as grounds for withholding the degree, it can be correlated with subsequent employer feedback to meet accreditation standards.

Quality Improvement

Accreditation standards require the program to develop and implement a continuous cycle of self-evaluation and program resource review. The program will assure continuous quality improvement by:

1) Analysis of all information developed and reported in the CoARC annual Progress Reports, including
   a. graduate performance on national (NBRC) credentialing examinations;
   b. analysis of specific content-area strengths and weaknesses as shown in the NBRC data;
   c. employer feedback provided through Employer Satisfaction Surveys and graduate employment rates; and
   d. graduation rates.

2) Use of Graduate Satisfaction Surveys to develop information about all program aspects, including the curriculum, faculty, educational resources, and clinical practice experiences;
3) Use of Program Resource Surveys to assess the appropriateness of the program structure, physical and educational resources, faculty development, laboratory equipment and support, and clinical resources;
4) Establishment of a program community Advisory Committee to provide regular feedback regarding all aspects of the program (curriculum, resources, student numbers, graduate outcomes, etc.). This Advisory Committee will include members of the community such as local employers and health-care providers, students, recent graduates, public member(s), college administration, and program faculty; and
5) Program faculty will meet regularly to assure consistent educational methods and strategies and to review all program assessments and make appropriate curricular adjustments when necessary. Program faculty will meet regularly with clinical adjunct faculty and representatives of clinical practice sites to assure good student experiences and to make scheduling or curricular adjustments as necessary.

SECTION V Budget

Financial Analysis for All R401 Documents

Dixie State College RT Program

	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE Enrollment	15.0	30.0	35.0	40.0	40.0
Cost Per FTE	$ 19,987.00	$ 6,780.00	$ 5,780.00	$ 5,376.00	$ 5,328.00
Student/Faculty Ratio	7.5/1	15/1	17.5/1	20/1	20/1
Projected Headcount	15.0	30.0	35.0	40.0	40.0
Projected Tuition					
Projected Gross Tuition	$ 41,010.00	$ 86,941.00	$107,517.00	$130,250.00	$138,064.00
Tuition Allocated to the Program	$ 10,253.00	$ 21,735.00	$ 26,879.00	$ 32,563.00	$ 34,516.00
Student Lab Fees	$ 3,750.00	$ 7,500.00	$ 9,625.00	$ 11,000.00	$ 12,000.00

5 Year Budget Projection

	Year 1	Year 2	Year 3	Year 4	Year 5
Expense					
Salaries & Wages	$144,775.00	$150,626.00	$156,808.00	$163,214.00	$169,883.00
Benefits	$ 31,224.00	$ 32,473.00	$ 33,780.00	$ 35,130.00	$ 36,536.00
Total Personnel					
Current Expense	$ 3,000.00	$ 4,000.00	$ 4,000.00	$ 4,000.00	$ 4,000.00
Travel		$ 2,500.00	$ 2,500.00	$ 2,500.00	$ 2,500.00
Capital	$120,000.00	$ 10,000.00	$ 5,000.00	$ 10,000.00	$ -

Library Expense	$1800.00	$1400	$1200	$1200	$1200
Total Expense	$300,799.00	$200,999.00	$203,288.00	$216,044.00	$214,119.00
Revenue					
Legislative Appropriation	$180,000.00	$180,000.00	$180,000.00	$180,000.00	$180,000.00
Grants					
Reallocated Funds	$ 30,546.00			$ 4,481.00	
Tuition Allocated to the Program	$ 10,253.00	$ 21,735.00	$ 26,879.00	$ 32,563.00	$ 34,516.00
Other	$ 80,000.00				
Total Revenue	$300,799.00	$201,735.00	$206,879.00	$215,044.00	$214,516.00
Difference					
Revenue-Expense	$ -	$	$	$ -	$ 397.00
Comments					
Dixie Regional Medical Center donates $80,000 for one year to this program which will be used for equipment and accreditation expenses. SB90 from the 2007 legislature session appropriated $180,000 of on-going money. The residual expense will come from cost savings and reallocation.					

Funding Sources

The Respiratory Therapy Program will be funded through a combination of new legislative appropriations, SB 90 funds, tuition, and donations from Dixie Regional Medical Center, and reallocation of existing contributions from DRMC, as detailed in the table above.

Reallocation

The source for the reallocated funds will be a previously existing Health Sciences account created by a Dixie Regional Medical Center donation for instruction in the health sciences. This reallocation is intended to provide partial financing for initial setup of the Respiratory Therapy laboratory.

Impact on Existing Budgets

This program will have no impact on existing budgets.

Appendix A Program Curriculum

New Courses to be Added to Develop the Respiratory Therapy Program

Course Number	Title	Credit Hours
RT 1010	Introduction to Respiratory Therapy and Medical Terminology	2
RT 2020	Cardiopulmonary Anatomy and Physiology	3
RT 2030	Introduction to Human Pathophysiology	3
RT 2040	Respiratory Care Therapeutics I	3
RT 2041	Laboratory Practice/Therapeutics I	2
RT 2050	Introduction to Pharmacology	3
RT 2060	Patient Assessment	2
RT 2065	Cardiopulmonary Pathophysiology	3
RT 2070	Respiratory Care Therapeutics II	3
RT 2071	Laboratory Practice/Therapeutics II	2
RT 2100	Clinical Practice I	5
RT 2200	Cardiopulmonary Diagnostics	3
RT 2300	Introduction to Mechanical Ventilation	3
RT 2301	Laboratory/Adult Mechanical Ventilation	2
RT 2310	Clinical Practice II	5
RT 2400	Alternative Site and Subacute Respiratory Care	1
RT 3005	Critical Care/ACLS	3
RT 3020	Neonatal/Pediatric Respiratory Care	2
RT 3021	Laboratory Practice/Neonatal Care	2
RT 3100	Clinical Practice III	5
RT 3150	Critical Thinking Seminar/NBRC Review	2
	TOTAL CREDITS	59

Curricular Requirements for Respiratory Therapy Associate of Applied Science Program

Course Number	Title	Credit Hours
General Education Courses		
LIB 1010	Information Literacy	1
ENGL 2010	Intermediate Writing	3
COMM 2110	Interpersonal Communications	3
QL Math 1040 (preferred)or Math 1030 or 1050	(Math course to satisfy QL requirement)	3
	TOTAL CREDITS	10

Curricular Requirements for Respiratory Therapy Program (cont'd)

Course Number	Title	Credit Hours
	Cohort Semester I	
RT 1010	Introduction to Respiratory Therapy and Medical Terminology	2
RT 2020	Cardiopulmonary Anatomy and Physiology	3
RT 2030	Introduction to Human Pathophysiology	3
RT 2040	Respiratory Care Therapeutics I	3
RT 2041	Laboratory Practice/Therapeutics I	2
RT 2050	Introduction to Pharmacology	3
	TOTAL CREDITS	16
	Cohort Semester II	
RT 2060	Patient Assessment	2
RT 2065	Cardiopulmonary Pathophysiology	3
RT 2070	Respiratory Care Therapeutics II	3
RT 2071	Laboratory Practice/Therapeutics II	2
RT 2100	Clinical Practice I	5
	TOTAL CREDITS	15
	Cohort Semester III	
RT 2200	Cardiopulmonary Diagnostics	3
RT 2300	Introduction to Mechanical Ventilation	3
RT 2301	Laboratory/Adult Mechanical Ventilation	2
RT 2310	Clinical Practice II	5
RT 3005	Critical Care/ACLS	3
	TOTAL CREDITS	16
	Cohort Semester IV	
RT 2400	Alternative Site and Subacute Respiratory Care	1
RT 3020	Neonatal/Pediatric Respiratory Care	2
RT 3021	Laboratory Practice/Neonatal Care	2
RT 3100	Clinical Practice III	5
RT 3150	Critical Thinking Seminar/NBRC Review	2
	TOTAL CREDITS	12
	TOTAL PROGRAM CREDITS	59
	TOTAL DEGREE CREDITS	69

Required Prerequisite Courses

Course Number	Title	Credit Hours
Prerequisite Courses		
Math 1010	Intermediate Algebra	4
BIOL 1610/1615	Principles of Biology	5
BIOL 2420/2425	Human Physiology & Lab	4
PSY 1010	General Psychology	3
CHEM 1110 (preferred) or CHEM 1010	Elem/Organic Chemistry or Introduction to Chemistry	4
	TOTAL CREDITS	20

Course Descriptions

RT 1010 Introduction to Respiratory Therapy and Medical Terminology (2)

Course introduces students to the profession of respiratory care, including the professional organizations, credentialing, and licensing agencies. Course also provides the student with an overview of medical ethics, medico-legal issues of health care, and regulations such as HIPPA and selected OSHA standards. This course provides an introduction to medical terminology and patient-care documentation.

RT 2020 Cardiopulmonary Anatomy and Physiology (3)

This course expands on basic human anatomy and physiology and concentrates on the cardiopulmonary system. Content includes selected gas laws and physical principles associated with respiration and gas exchange, ventilation, pulmonary mechanics, and circulation. Course introduces fetal and newborn anatomy and physiology and basic cardiac and renal function.

RT 2030 Introduction to Pathophysiology (3)

Course provides introduction to human diseases, injuries, conditions, and disorders. Content includes a review of the hematologic, gastrointestinal, musculoskeletal, integumentary, endocrine, reproductive, urinary, neurological, cardiac, and pulmonary systems. Pathologies associated with genetic traits or abnormalities and carcinogenesis are also covered. Basic introduction to fluid and electrolyte and acid-base balance is included.

RT 2040 Respiratory Care Therapeutics I (3)

Course provides students with theory and clinical applications of a wide range of respiratory therapy modalities. Content includes medical gases (including cylinders, regulators, flowmetering devices, and liquid oxygen), aerosols, humidity, hyperinflation techniques, chest physiotherapy, and airway clearance techniques. Students must master the clinical indications, contraindications, side-effects, and desired

outcomes of therapies. Clinical Practice Guidelines [CPGs] are introduced. Concurrent enrollment in RT 2040L is required.

RT 2041 Respiratory Care Therapeutics I Laboratory Practice (2)

Course provides students with an introduction to patient care, including body mechanics , patient interactions and documentation of patient care. Students will practice the selection, use, and trouble-shooting of equipment associated with providing medical gases, aerosol and humidity, hyperinflation techniques, IPPB, and airway clearance. Introduction to respiratory pharmacology and devices used to administer and monitor aerosolized medications is also provided. Concurrent enrollment in RT 2040 is required.

RT 2050 Introduction to Pharmacology (3)

Course provides students with an introduction to principles of pharmacology including administration routes and dosage calculation of selected medications. Content includes pharmacology associated with treatment of infectious diseases and disorders of the hematologic, cardiovascular, pulmonary, endocrine, renal, GI, and neurologic systems. Concepts of management of sedation, anesthesia, analgesia, and chemotherapeutic agents are also included.

RT 2060 Patient Assessment (2)

Course introduces students to basic patient assessment techniques including physical assessment and integration of laboratory and diagnostic findings associated with specific diagnoses. Content includes physical findings; radiologic findings and other imaging studies; laboratory tests such as electrolytes, bacteriology, hematology, and metabolic studies; acid-base balance and blood gas analysis; basic pulmonary function; and hemodynamic values. Emphasis of this course is the integration of the patient presentation and the associated pathology.

RT 2065 Cardiopulmonary Pathophysiology (3)

Course expands upon introduction to pathophysiology with an emphasis on cardiopulmonary injuries, diseases, disorders, and conditions. Students participate in a case-based course that integrates the etiology, presentation, pathophysiology, diagnosis, treatment, and prognosis of cardiopulmonary dysfunction.

RT 2070 Respiratory Care Therapeutics II (3)

Course provides students with theory and clinical applications of respiratory therapy modalities, including airway management (intubation, extubation, and tracheostomy care); manual ventilation; introduction to concepts of artificial ventilation (including CPAP, BiPAP, positive and negative pressure ventilators); blood gas sampling, analysis, and quality control; noninvasive monitoring (oximetry, capnography, pulmonary mechanics); and equipment decontamination. Students must master the clinical indications, contraindications, side-effects, and desired outcomes of therapies. Associated CPGs are introduced. Concurrent enrollment in RT 2070L and RT 2100 is required.

RT 2071 Respiratory Care Therapeutics II Laboratory Practice (2)

Laboratory practice course requires students to master artificial airway management skills including endotracheal intubation and bag-valve-mask ventilation. Course also provides practice in blood gas sampling, noninvasive monitoring, basic ventilatory support, basic pulmonary function assessments and bedside spirometry. Concurrent enrollment in RT 2070 and RT 2100 is required.

RT 2100 Clinical Practice I (5)

Students are introduced to the hospital setting and practice clinical application of all skills mastered in the laboratory courses RT 2040L and RT 2070L. Students develop interaction skills with patients and other members of the health care team and demonstrate proficiency in providing therapies, monitoring and documenting care, and prioritizing to develop time management skills. Students participate in clinical care conferences and in the evaluation of the appropriateness of care with respect to CPGs. Concurrent enrollment in RT 2070 and RT 2070L is required.

RT 2200 Cardiopulmonary Diagnostics (3)

Course provides in-depth review of pulmonary function studies such as spirometry, lung volumes and diffusing capacities, bronchial provocation testing, and bronchodilator response studies. Blood gas analysis and interpretation of arterial, capillary, and mixed venous blood gases are presented with an emphasis on case-based learning and application of diagnostic findings to initiating or modifying patient care. Cardiac assessments and interventions such as EKGs, echocardiography, IABP support, and hemodynamics including Swann-Ganz and arterial catheters are introduced.

RT 2300 Introduction to Mechanical Ventilation (3)

Course provides theory and clinical indications of all modes of ventilatory support. Emphasis is on the mastery of understanding the indications for initiation and continuation of ventilatory support, assessing and monitoring patients on life-support, integrating patient response to therapy with recommendations for modifying ventilator support, and determining the appropriate time and method for weaning from mechanical ventilation. Course includes application of CPAP, BiPAP, negative pressure ventilation, and positive pressure ventilation. Course also introduces students to ventilators used in extended care or home care. Concurrent enrollment in RT 2300L and RT 2310 is required.

RT 2301 Mechanical Ventilation Laboratory (2)

Students practice skills associated with selecting the appropriate mode of mechanical ventilation based on patient situations, then initiating, monitoring, assessing and recommending changes to ventilatory support, and weaning from mechanical ventilation. A wide range of ventilation modes and applications is mastered through a case-based format. Concurrent enrollment in RT 2300 and RT 2310 is required.

RT 2310 Clinical Practice II (5)

Clinical experience course emphasizing the provision of mechanical ventilation and assessment of patients in the emergency and intensive care settings. Students will continue to develop and demonstrate

competency in general therapies and skills introduced in RT 2040, RT 2040L, RT 2070, and RT 2070L. Concurrent enrollment in RT 2300 and RT 2300L is required.

RT 2400 Alternative Site and Subacute Respiratory Care (1)

Course introduces students to pulmonary rehabilitation, patient education, smoking cessation, asthma management, and sleep disorders including sleep apnea.

RT 3005 Critical Care /ACLS (3)

Course expands on basic skills acquired in previous RT courses and focuses on the pathophysiology and management of patients in the ICU and emergency settings. Course emphasizes patient assessment and procedures involved in resuscitation including current practices in advanced life support. Concurrent enrollment in RT 2310 required.

RT 3020 Neonatal/Pediatric Respiratory Care (2)

Course introduces theory and practice of pediatric and neonatal respiratory care, including specific anatomy, physiology, and pathophysiology associated with neonates and children. Assessment, management, and ventilatory techniques and equipment specific to infants and children are included. Pharmacology, including medications and dosages specific to infants and children, and ventilatory modes such as HFJV and oscillation ventilation, are introduced. Concurrent enrollment in RT 3020L and RT 3100 is required.

RT 3021 Neonatal/Pediatric Laboratory (2)

Course provides laboratory practice of techniques associated with airway management, ventilatory support, and resuscitation of infants and children. Case-based learning emphasizes patient assessment and initiation of appropriate respiratory support for infants and children. Concurrent enrollment in RT 3020 and RT 3100 is required.

RT 3100 Clinical Practice III (5)

Capstone clinical practice course includes experience in neonatal intensive care as well as demonstrating continuing competency in adult intensive care, emergency care, and general respiratory care. Clinical rotations include experience in the home care setting and sleep laboratory. Concurrent enrollment in RT 3020 and RT 3020L required.

RT 3150 Critical Thinking Seminar/NBRC Review (2)

Course utilizes terminal credentialing examinations (C.R.T., R.R.T. Written Exam, and R.R.T. Clinical Simulation Exam) as the basis for a comprehensive curriculum review. Case-based clinical simulations require students to integrate all concepts learned throughout the curriculum and clinical practice courses and apply this knowledge to branching-logic scenarios.

Additional Respiratory Therapy program Policies:

1. Students must achieve a grade of “C” or higher in each course in the program curriculum.

Appendix B
Program Schedule

Students must complete all prerequisite courses prior to admission to the Respiratory Therapy Program. Respiratory Therapy Program courses include 59 semester hours that must be completed sequentially. The initial cohort will be admitted fall semester, 2008 and will graduate at the end of fall semester 2009; subsequent cohorts will be admitted during summer and fall semesters.

Course Number	Title	Credit Hours
	Cohort Semester I	
RT 1010	Introduction to Respiratory Therapy and Medical Terminology	2
RT 2020	Cardiopulmonary Anatomy and Physiology	3
RT 2030	Introduction to Human Pathophysiology	3
RT 2040	Respiratory Care Therapeutics I	3
RT 2041	Laboratory Practice/Therapeutics I	2
RT 2050	Introduction to Pharmacology	3
	TOTAL CREDITS	16
	Cohort Semester II	
RT 2060	Patient Assessment	2
RT 2065	Cardiopulmonary Pathophysiology	3
RT 2070	Respiratory Care Therapeutics II	3
RT 2071	Laboratory Practice/Therapeutics II	2
RT 2100	Clinical Practice I	5
	TOTAL CREDITS	15
	Cohort Semester III	
RT 2200	Cardiopulmonary Diagnostics	3
RT 2300	Introduction to Mechanical Ventilation	3
RT 2301	Laboratory/Adult Mechanical Ventilation	2
RT 2310	Clinical Practice II	5
RT 3005	Critical Care/ACLS	3
	TOTAL CREDITS	16
	Cohort Semester IV	
RT 2400	Alternative Site and Subacute Respiratory Care	1
RT 3020	Neonatal/Pediatric Respiratory Care	2
RT 3021	Laboratory Practice/Neonatal Care	2
RT 3100	Clinical Practice III	5
RT 3150	Critical Thinking Seminar/NBRC Review	2
	TOTAL CREDITS	12

APPENDIX C: Respiratory Therapy Course Comparison for WSU

Weber State University	Proposed Dixie State College
ResThy 1540 Survey of Respiratory Therapy (1) and HTHS 1101 Medical Terminology (2)	RT 1010 Introduction to Respiratory Therapy and Medical Terminology (2)
ResThy 2210 Elementary Cardiopulmonary Anatomy and Physiology (3)	RT 2020 Cardiopulmonary Anatomy and Physiology (3)
HTHS 2230 Introductory Pathophysiology (3)	RT 2030 Introduction to Human Pathophysiology (3)
ResThy 2300 Basic Modalities in Respiratory I Care (3)	RT 2040 Respiratory Care Therapeutics I (3)
ResThy 2140 Introduction to Basic Therapeutic Modalities Lab (3)	RT 2041 Laboratory Practice/Therapeutics I (2)
ResThy 2520 Principles of Pharmacology (2)	RT 2050 Introduction to Pharmacology (3)
ResThy 2250 Basic Patient Assessment (2)	RT 2060 Patient Assessment (2)
ResThy 2230 Cardiopulmonary Pathophysiology (2)	RT 2065 Cardiopulmonary Pathophysiology (3)
ResThy 2310 Basic Modalities in Respiratory Care II (3)	RT 2070 Respiratory Care Therapeutics II (3)
ResThy 2160 Equipment Management Lab (3)	RT 2071 Laboratory Practice/Therapeutics II (2)
ResThy 2700 Clinical Applications (4)	RT 2100 Clinical Practice I (5)
ResThy 2270 Application of Cardiopulmonary Diagnostics (4)	RT 2200 Cardiopulmonary Diagnostics (3)
ResThy 2320 Essentials of Mechanical Ventilation (2)	RT 2300 Introduction to Mechanical Ventilation (3)
ResThy 2160 Equipment Management Lab (3)	RT 2301 Laboratory/Adult Mechanical Ventilation (2)
ResThy 2710 Specialty Clinical Experiences (1) and ResThy 2720 Clinical Applications (3) and part of ResThy 3770 Clinical Applications of Adult Critical Care (4)	RT 2310 Clinical Practice II (5)
ResThy 3280 Patient Care Continuum/Quality Management (3)	RT 2400 Alternative Site and Subacute Respiratory Care (1)
ResThy 3270 Adult Critical Care (2)	RT 3005 Critical Care/ACLS (3)
ResThy 3260 Neonatal/Pediatric Respiratory Care (2)	RT 3020 Neonatal/Pediatric Respiratory Care (2)
Part of ResThy 3760 Clinical Applications of Neonatal/Pediatric Respiratory Care (4)	RT 3021 Laboratory Practice/Neonatal Care (2)
Part of ResThy 3760 Clinical Applications of Neonatal/Pediatric Respiratory Care (4) and part of ResThy 3770 Clinical Applications of Adult Critical Care (4)	RT 3100 Clinical Practice III (5)
ResThy 3900 Clinical Simulation Seminar (2)	RT 3150 Critical Thinking Seminar/NBRC Review (2)

April 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley State College – Associate of Applied Science in Construction Management, and a name change for the existing AAS Degree in Building Construction and Construction Management to Construction Management – Action Item.

Issue

Officials at Utah Valley State College request approval to offer an Associate of Applied Science Degree in Construction Management, effective Fall Semester 2008. This proposal was approved by the UVSC Board of Trustees December 12, 2007. The Construction Management degree proposal was submitted to the Regional CTECC meeting October 3, 2007. The proposed degree was approved by the Regents Program Review Committee on March 4, 2008. This proposal also includes a request for a name change for the existing AAS Degree in Building Construction and Construction Management.

Background

This proposed degree is being developed in response to a need for managers of heavy civil and commercial construction projects. The need is substantiated by the labor market demand, and is demonstrated by and supported by a generous donation of the Clyde Companies to UVSC to further such programs. The expected outcomes of the degree are that students will be well prepared for supervisory positions at construction sites and/or be ready for continuing their education in a Construction Management BS Degree program.

This degree builds on the foundation of the existing in AAS Degree in Building Construction. The primary focus of the current degree is on residential construction with a hands-on building approach. The proposed degree will focus on the management of heavy civil and commercial construction utilizing management tools and techniques rather than the tools used to build houses. The combination of

these degrees will provide students with better educational options for their desired careers and provide the building construction community with a broader range of building professionals to meet the demand.

Policy Issues

Other Utah System of Higher Education institutions have reviewed this proposal, have given input, and are supportive of Utah Valley State College offering this degree.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to Offer an Associate of Applied Science in Construction Management at Utah Valley State College, effective Fall Semester, 2008.

David L. Buhler, Interim Commissioner

DLB/GW
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Request to Offer an Associate of Applied Science Degree in Construction Management

Utah Valley State College

Prepared for
David L Buhler
By
Gary Wixom

April 9, 2008

SECTION I: The Request

Utah Valley State College and the Construction Technologies Department request approval to offer an Associate of Applied Science Degree in Construction Management effective Fall 2008. This proposal was approved by the UVSC Board of Trustees December 12, 2007. The Construction Management degree proposal was submitted to the Regional CTECC meeting October 3, 2007.

This proposal also includes a request for a name change for the existing AAS Degree in Building Construction and Construction Management. This proposed Construction Management Degree has a different focus and curriculum than the existing AAS Degree in Building Construction and Construction Management (BCCM) where the program is focused on home building construction. To aid in differentiating the two degrees, it is proposed that the current degree name be shortened to just Building Construction.

SECTION II: Program Description

The Associate of Applied Science Degree in Construction Management has been designed to provide students a strong foundation in Construction Management that prepares them for jobs in construction site supervision and/or for advancement on to a BS degree in Construction Management (under development at UVSC for proposed implementation in Fall 2009). The program provides courses in construction science with a focus on heavy civil and commercial projects. Students will learn about construction materials and methods with readings, 3-D models, hands-on laboratory exercises, and site visits. Construction management courses in estimating and scheduling are also provided along with a strong background in mathematics, computer technology, business and other general education subjects. A supervisory course is also required so students can learn to manage workers at construction sites. These elements are the ones that differentiate most dramatically the difference this degree has with the current Building Construction degree in which the students focus on residential framing, concrete and masonry, finish carpentry, roof framing and other more specific aspects of home building.

Purpose of Degree

This proposed degree is being developed to respond to the pressing need for managers of heavy civil and commercial construction projects. The need is demonstrated by and supported by the generous donation of the Clyde Companies to UVSC to further such programs.

The expected outcomes of the degree are that students will be well prepared for supervisory positions at construction sites, and/or be ready for continuing their education in a Construction Management BS Degree program.

Institutional Readiness

This proposed degree will be administered by the existing Construction Technologies department. This department has a chair and an administrative assistant in place and will not require any additional

administrative structure. Additional budget funding will be required to support the new degree to cover full-time and adjunct instructors and operational expenses. A long-time, successful AAS Degree program in Building Construction provides some experienced faculty, some existing courses, and a program that will continue with its emphasis on residential building technology.

Faculty

The Construction Technologies Department currently has four, full-time, tenure-track faculty members, one visiting professor, and nine adjunct instructors involved in teaching the existing AAS Degree in Building Construction. This proposed new degree will utilize several of the courses taught by these instructors, but will require new faculty to teach the construction management courses.

The plan is to hire a new full-time, tenure-track faculty member for Fall, 2008 and a second for the second year of the program. These new faculty will be qualified and have the expertise required for teaching in this new degree as part of their hiring qualifications. Initially, the percentage of adjuncts utilized in the new program courses will be very low and as enrollments increase the percentage will increase some, but certainly to no more than fifty percent. These adjuncts will most likely be construction managers themselves and will possess the required knowledge and skills to teach in the new program.

Staff

No new staff positions are expected during the first five years of this degree.

Library and Information Resources

For the most part, courses in this degree will require minimal additional library support. This support is currently available. In addition, the new Digital Learning Center at UVSC is scheduled to open next fall to handle the needs of a growing student population at UVSC in the best, state-of-the-art way.

Admission Requirements

Admission requirements for the new degree will be the same as those required to enter UVSC; specifically, all applicants whose qualifications indicate they may benefit from the instructional programs offered and are generally beyond the age of high school enrollment can be admitted to the program.

Student Advisement

The Construction Technologies Department currently has a full-time advisor in the Advising Center for the School of Technology & Computing. It is expected that this same advisor will be able to handle advising duties for this new degree.

Justification for Number of Credits

The proposed degree is an AAS degree requiring 64 credits, which is within the 63 - 69 credit range of the Board of Regents policy.

External Review and Accreditation

No paid external consultants were used to develop this degree; however, numerous industry and academic professionals in construction management were contacted in person or by survey to provide input and advice about the curriculum and operation of this new degree.

This proposed degree was designed following the American Council for Construction Education (ACCE) accreditation standards. It is expected that, once a BS degree in Construction Management is developed and approved, both the AAS and the BS degrees will seek ACCE accreditation around 2010. Since the degrees are being designed with ACCE accreditation standards in mind, achieving this milestone should be within reach once appropriate departmental policies and procedures are in place.

Projected Enrollment

The following table is based on the number of new construction management classes planned and the expected enrollments in these courses.

Term	FTE	Student/Faculty Ratio
Fall 2008	10	13.33
Fall 2009	21.83	14.56
Fall 2010	24.17	16.11
Fall 2011	24.17	16.11
Fall 2012	24.17	16.11

Expansion of Existing Program

This new degree builds on the foundation existing in the current AAS Degree in Building Construction. The primary focus of the current degree is on residential construction with a hands-on building approach. The proposed degree will focus on the management of heavy civil and commercial construction utilizing management tools and techniques rather than the tools used to build houses. The combination of these degrees will provide students with better educational options for their desired careers and provide the building construction community with a more full range of building professionals to meet the demand.

SECTION III: Need

Program Need

This proposed program will help mitigate concerns over a critical shortage of skilled commercial and heavy highway construction workers at a time when the state is planning to invest billions of dollars in infrastructure upgrades, including that of I-15 and the new commuter rail development. In addition, the construction industry in Utah is mostly dominated by older workers who average 48 years of age and are nearing retirement. As such, developing construction management at UVSC has taken on new significance for many construction employers.

Labor Market Demand

According to the U.S. Bureau of labor Statistics,

> "Excellent employment opportunities for construction managers are expected through 2014 because the number of job openings will exceed the number of qualified individuals seeking to enter the occupation. This situation is expected to continue even as college construction management programs expand to meet the current high demand for graduates. The construction industry often does not attract sufficient numbers of qualified job seekers because it is often seen as having poor working conditions.
>
> In addition to job openings arising from employment growth, many additional openings should result annually from the need to replace workers who transfer to other occupations or who retire or leave the labor force for other reasons. More construction managers will be needed as the level of construction activity continues to grow. In addition, opportunities will increase for construction managers to start their own firms. However, employment of construction managers can be sensitive to the short-term nature of many projects and to cyclical fluctuations in construction activity.
>
> The increasing complexity of construction projects is boosting the demand for management-level personnel within the construction industry. Sophisticated technology and the proliferation of laws setting standards for buildings and construction materials, worker safety, energy efficiency, and environmental protection have further complicated the construction process. Advances in building materials and construction methods; the need to replace portions of the Nation's infrastructure; and the growing number of multipurpose buildings and energy-efficient structures will further add to the demand for more construction managers. More opportunities for construction managers also will result from the need for greater cost control and financial management of projects and to oversee the numerous subcontractors being employed.
>
> Prospects for individuals seeking construction manager jobs in construction management, architectural and engineering services, and construction contracting firms should be best for persons who have a bachelor's or higher degree in construction science, construction management, or civil engineering—but also practical experience working in construction.

> Employers will increasingly prefer applicants with college degrees, previous construction work experience, including internships, and a strong background in building technology."

In addition to the above, the Utah Department of Workforce Services rates Construction Managers among the best of its five-star jobs based upon employment demand and highest wages. Their "Job Connection" website currently (11/26/07) shows a posting of 87 unfilled construction management related jobs in the state.

Student Demand

The current strength of the BS Technology Management Program at UVSC is a good indication of student demand for management skills in addition to technical skills. This program has grown an average of ten percent per year for the past five years. Most two-year building construction students surveyed indicated that they have a high degree of interest in construction management. While the new degree in Construction Management may attract some students from the existing Building Construction and Technology Management programs, the intent is to attract students to the new program who have more extensive mathematical, computer, and problem solving skills.

A survey of our current BS Technology Management students with a construction specialty indicated that if they were starting over, twenty percent of them would choose this new CM AAS Degree with the intent of continuing on to a BS Degree in Construction Management. This equates to about 10 FTE students.

Similar Programs

Both BYU and Weber State University have existing Construction Management BS Degrees. Weber State also has an AAS in Construction Management. However, this proposed degree will be the first in the state with a primary focus on heavy civil construction needs. The donation from the Clyde Companies, Inc. is a good indication of the pressing demand for more construction managers in addition to those being educated at the other institutions.

Collaboration with and Impact on Other USHE Institutions

Discussions with both BYU and Weber State faculty have been held regarding this new degree at UVSC. Both of these programs were eager to provide input about their programs and construction management ideas. This cooperation by these schools is a good indication that they both recognize the need for more construction managers than they are currently producing.

Benefits

UVSC and USHE are benefited when the students they educate improve their lives and become dedicated alumni. In addition, the prompt response in implementing this degree sends a strong message to the community that UVSC and USHE are responsive to the needs of businesses in the region. This prompt response will strengthen the image of the institution and allow UVSC to fulfill its mission of collaboration

and engagement. In addition, graduates from this program will be in a position to support the successful implementation of future rail, highway, and other civil construction projects currently planned in the State of Utah and the surrounding states.

Consistency with Institutional Mission

UVSC has its roots in technology and the trades. The institution's current mission continues to include these roots and one of its primary goals is to provide successful programs in these career and technical education areas. This degree also adds to the opportunities for a career where the student can take a degree to a job after two years and then return if desired with appropriate experience and continue into the BSTM or the proposed BS in Construction Management that is being developed for later implementation. This degree and the program plan serve well the mission of economic development and community engagement and response.

SECTION IV

Program and Student Assessment

The primary goals of the program are to provide an avenue for individuals interested in construction management to pursue a college education. At the completion of the AAS degree students will have the opportunity to find employment as a construction job-site supervisor or to continue their education into a BS degree in Construction Management. The BS Degree in Construction Management is being developed for approval and implementation in Fall 2009. UVSC intends to track students in the program to assess their academic and career advancement. UVSC will measure the following:

The number of students who…

dropped before completing the AAS Degree and reasons why.
completed the AAS Degree and found or did not find employment.
continued on to work on a BS Degree in Construction Management.
dropped before completing a BS Degree and reasons why.
completed a BS degree and found or did not find employment.

Expected Standards of Performance

Standard Competencies

Students will have a solid understanding of construction science in heavy civil and commercial construction areas including the following:

Construction Documents
Surveying
Construction Tools and Equipment
Construction Codes and Standards

Construction Graphics and Models
Construction Materials and Methods
Construction Systems
Construction Quality and Safety

Students will demonstrate a basic understanding of construction management principles and practices in the following areas:

Construction Estimating and Bidding
Construction Scheduling
Construction Cost Control
Construction Operations Management

Students will have a foundational understanding of the following basic business practices:

Economics
Accounting
Business Computer Proficiency

Students will have a strong foundation in mathematics and science

Algebra
Trigonometry
Physics

Students will demonstrate verbal and written communication skills

These high-level competencies were developed by existing Construction Management faculty after reviewing ACCE accreditation requirements and existing construction management academic programs.

Construction Science and Construction Management skills will be assessed through a major project in the Construction Estimating class during the final term of the degree and by participation in regional competitions. Business, math, and science competencies will be assessed by successful completion of the courses or through a competency exam. Verbal and written communication skills will be assessed as part of student reports and presentations at the end of the term project mentioned above. Finally, overall program knowledge and supervisory skills will be assessed as part of the Cooperative Work Experience/Internship class requirement at the end of the program.

SECTION V: Finance

Budget

Financial Analysis Form for All R401 Documents					
	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE Enrollment	10.00	21.83	24.17	24.17	24.17
Cost Per FTE	$5,532	$4,871	$4,560	$4,726	$4,898
Student/Faculty Ratio	13.33	14.56	16.11	16.11	16.11
Projected Headcount	20	45	50	50	50
Projected Tuition					
Gross Tuition	TBD	TBD	TBD	TBD	TBD
Tuition to Program	See note	See note	See note	See note	See note
5 Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
Expense					
Salaries & Wages	$ 31,630	$ 65,790	$ 68,422	$ 71,159	$ 74,005
Benefits	$ 14,688	$ 30,551	$ 31,773	$ 33,044	$ 34,365
Total Personnel	$ 46,318	$ 96,341	$ 100,195	$ 104,202	$ 108,371
Current Expense	$ 8,000	$ 8,000	$ 8,000	$ 8,000	$ 8,000
Travel	$1,000	$1,000	$1,000	$1,000	$1,000
Capital	$ 0	$ 0	$ 0	$ 0	$ 0
Library Expense	$ 0	$ 0	$ 0	$ 0	$ 0
Total Expense	$ 55,318	$ 106,341	$ 110,195	$ 114,202	$ 118,371
Revenue					
Legislative Appropriation					
Grants & Contracts					
Donations					
Reallocation	$ 55,318	$ 106,341	$ 110,195	$114,202	$118,371
Tuition to Program					
Fees					
Total Revenue	$ 55,318	$ 106,341	$ 110,195	$114,202	$118,371
Difference					
Revenue-Expense	$	$	$	$	$
Comments					

Financial Analysis Form for All R401 Documents					
	Year 1	Year 2	Year 3	Year 4	Year 5
Note: UVSC does not allocate tuition revenues directly to any programs. The projected gross tuition would only be available for allocation is UVSC enrollments in total increased. Then, increased tuition revenue would be allocated through UVSC's Planning, Budgeting, and Accountability process. The School of Technology & Computing continually assesses student demand in its Career and Technical Education programs. An outcome of this assessment was the elimination of a faculty position in a low-enrolled T&C program. This faculty position has been reallocated to support the Construction Technology programs, particularly this new A.A.S. degree. T&C is also reallocating current expense and hourly funds to support this new degree.					

Funding Sources

The proposed program will be funded through reallocation of low-enrolled programs within the School of Technology and Computing. When the time comes to need additional faculty and staff, hourly funds, and operating expenses, a formal request will be submitted through UVSC's Planning, Budgeting and Accountability process.

In addition, the donation from the Clyde Companies will support the new program with a new computer laboratory and associated software, with a hands-on construction laboratory, and with student recruiting efforts.

Reallocation

The program will be funded through reallocation of low-enrolled programs within the School of Technology and Computing. The faculty position for the first year will be funded from the elimination of a faculty position in a low-enrolled program

Impact on Existing Budgets

There will be a need for additional sections, or better-enrolled sections, in Accounting, Art, and Engineering Graphics and Design. These additions could increase their adjunct faculty expenses if an additional section must be added rather than enhancing enrollment in existing sections, but their budgets can currently absorb this cost.

Appendix A: Program Curriculum

New Courses to be Added in the Next Five Years:

Course Number	Title	Credit Hours
CMGT 1010	Introduction to Construction Management	3
EGDT 1020	3D Architectural Modeling	3
CMGT 1020	Construction Materials & Methods I	4
CMGT 2010	Construction Materials & Methods II	4
CMGT 2020	Principles of Construction Estimating	4
CMGT 2030	Principles of Construction Scheduling	3
CMGT 2040	Construction Job Site Management	3

All Program Courses:

Course Number	Title	Credit Hours
General Education	-	-
ENGL 1010	Introduction to Writing	3
EGDT 1600 or MATH 1050	Technical Math--Algebra College Algebra	3
ART 1720	Architectural Rendering	3
BCCM 1150	Building Construction Safety	1
PHSC 1000	Survey of Physical Science	3
COMM 2110	Interpersonal Communication	3
-	Sub-Total	16
Core Courses	-	-
CMGT 1010	Introduction to Construction Management	3
CMGT 1020	Construction Materials & Methods I	4
CMGT 2010	Construction Materials & Methods II	4
CMGT 2020	Principles of Construction Estimating	4
CMGT 2030	Principles of Construction Scheduling	3
CMGT 2040	Construction Job Site Management	3

ACC 3000	Financial Managerial and Cost Accounting Concepts	4
BCCM 281R	Cooperative Work Experience	2
BCCM 285R	Cooperative Correlated Class	1
BIT 1010 or BIT 1020	Building Codes Residential Codes	3
BIT 1170	Field Lab – Building Codes	1
DGM 2010	Business Computer Proficiency	3
ECON 1010	Economics as a Social Science	3
EGDT 1610 or MATH 1060	Technical Math – Geometry/Trig. Trigonometry	3
EGDT 1020	3D Architectural Modeling	3
EGDT 1400	Surveying	4
-	Sub-Total	48
-	Total Number of Credits	64

Course Descriptions

CMGT 1010 Introduction to Construction Management
Presents an overview of the practice of construction management including heavy civil, commercial, and residential construction. Examines the 5 M's of Construction Management-Money, Machines, Materials, Manpower and Marketing. Introduces construction documents including 2D and 3D building information models (BIM). Utilizes guest lecturers, and field trips in addition to traditional classroom activities.

CMGT 1020 Construction Materials and Methods I
Provides a basic knowledge of the materials and methods used in heavy civil, commercial, and residential construction projects. Includes lectures, site visits and laboratory work.

CMGT 2010 Construction Materials and Methods II
A continuation of CM 1020. Provides a basic knowledge of the materials and methods used in heavy civil, commercial, and residential construction projects. Includes lectures, site visits and laboratory work.

CMGT 2020 Principles of Construction Estimating
Covers the preparation of detailed cost estimates based on contract models and documents. Includes the use of software for performing reliable quantity take-offs. Covers labor, material, and equipment pricing. Includes lectures and laboratory work.

CMGT 2030 Principles of Construction Scheduling
Provides students with the fundamental skills required to plan and schedule construction projects. Familiarizes students with computer scheduling software packages. Covers the efficient assignment of available resources to complete projects on time and within budget.

CMGT 2040 Construction Job Site Management
Covers the role and duties of job site managers of heavy civil, commercial, and residential construction projects. Includes documentation, time and cost control, jobsite layout and control, labor relations, conflict resolution, project safety, and project closeout. Focuses on project quality and cost control.

EGDT 1020 3D Architectural Modeling
For Engineering Graphics and Design Technology and Construction Management majors. Utilizes a building information modeling system (BIM) to design 3D architectural models. Covers model design theory, parametric modeling methods, generation of residential and commercial construction plans and details, building components and systems, and manipulation of model information.

Descriptions of all other existing, approved courses may be found in the UVSC Catalog.

Appendix B: Program Schedule

Program Schedule:

Course Number	Course Name	Credit Hours	Prerequisite	Prerequisite	
FIRST SEMESTER REQUIRED COURSES (15 Credit Hours)					
CMGT 1010	Introduction to Construction Management	3			
EGDT 1020	3D Architectural Modeling	3	MATH 0800 or equivalent		
ECON 1010	Economics as a Social Science	3			
EGDT 1600 or MATH 1050	Technical Math (Algebra) or College Algebra	3	EGDT 1600: Mat 0800 with C- grade or better or equivalent or appropriate test scores	Math 1050: See catalog for specific requirements	
PHSC 1000	Survey of Physical Science	3			
SECOND SEMESTER REQUIRED COURSES (18Credit Hours)					
CMGT 1020	Construction Materials & Methods I	4	EGDT 1020 and CMGT 1010		
EGDT 1400	Surveying	4			
EGDT 1610 or MATH 1060	Math - Geom/Trig or Trigonometry	3	EGDT 1610: EGDT 1600 or equivalent course with a grade of C- or higher	Math 1060: See catalog for specific requirements	
BCCM 1150	Building Construction Safety	1			
ART 1720	Architectural Rendering	3			
ENGL 1010	Intro to Writing	3	Compass Writing/DRP scores of 80+/77+,or ACT English/ACT Reading scores of 19+/19+, or completion of ENGH 0990 and CLSS 1170 each with a grade of "C-" or higher, or appropriate placement scores, or challenge by essay assessment for a $20 fee		
THIRD SEMESTER REQUIRED COURSES (17 Credit Hours)					
CMGT 2010	Construction Materials & Methods II	4	CMGT 1020		
ACC 3000	Financial Managerial & Cost Accounting	4	ENGL 2010 or ENGL 2020 & MAT 1010 or higher		
DGM 2010	Basic Computer Proficiency	3	DGM 1010 with a grade of B- or higher or Basic Computer Application Exam with a score of 80% or higher		
BIT 1010 or BIT 1020	Building Construction Codes or Residential Construction Codes	3			
COMM 2110	Interpersonal Communication	3			
FOURTH SEMESTER REQUIRED COURSES (14 Credit Hours)					
CMGT 2020	Principles of Construction Estimating	4	CMGT 2010 and DGM 2010		
CMGT 2030	Principles of Construction Scheduling	3	CMGT 2010 and DGM 2010		
CMGT 2040	Construction Job Site Management	3	CMGT 2010		
BIT 1170	Field Lab Building Codes	1			
BCCM 281R	Cooperative Work Experience	2			
BCCM 285R	Cooperative Correlated Class	1			
64 TOTAL CREDIT HOURS					

Appendix C: Faculty

Fred Davis: Fred is an Associate Professor involved in teaching building construction and building inspection. He is the faculty advisor for the student chapter of Associated General Contractors and UVSC faculty representative in the Associated Schools of Construction. Fred received his BS degree in Geography from the University of Utah in 1979, an Med in Instructional Technology from USU in 2007, and has worked as a building inspector in Park City and Salt Lake City.

Bob Dunn: Bob has thirty-two years experience as a licensed general contractor. He serves as program coordinator and instructor for the Building Construction / Construction Management degree. In addition, Bob is the Technical Committee Chairperson for the Utah State VICA Carpentry Competition. Bob has been an excellent teacher and mentor to students in this program since 1972.

DeWayne Erdman: DeWayne teaches courses in building construction and serves as advisor for the UVSC Student Chapter of the National Association of Home Builders. He earned a BS Degree in Industrial Arts Education from BYU in 1984.

Barry Hallsted: Barry is a Visiting Professor at UVSC responsible for the development of this AAS degree and the BS degree in Construction Management. He has been involved in construction projects as a developer and general contractor. Barry completed an MBA from Aspen University, Denver, Colorado, in 2005 and is currently completing a Ph.D. in Business Administration from Northcentral University in Prescott, Arizona.

Eric Linfield: Eric is currently program coordinator for the Facilities Management Program at UVSC and instructor in the Building Construction Program. He holds a General Contractors License and has been involved in curriculum development at UVSC for the past three years. Eric completed his BS Degree in Technology Management from UVSC in 1996.

New Line: Faculty to be hired with credentials, licensure, and experience in appropriate building construction management. Successful applicant will serve in the new course areas and focus on heavy, civil and commercial projects.

April 8, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Consent Calendar: Academic, Career and Technical Education and Student Success (Programs) Committee

The following requests, all from the Utah College of Applied Technology (UCAT), for fast-track approval have been submitted for consideration by the Regents on the Consent Calendar of the Programs Committee.

A. Davis Applied Technology College (DATC)

i. Certificate of Completion: American Sign Language-Interpreting

Request: The Utah College of Applied Technology (UCAT) requests approval to offer a Certificate of Completion in American Sign Language-Interpreting, effective immediately, at the Davis Applied Technology College campus.

Need: The need for a quality American Sign Language-Interpreting program is evident by the state agencies that hire interpreters as well as by the more than 2,000 consumers[1] who utilize interpreters in Utah. Utah State University has had a running advertisement for full-time positions since November 2005. The Utah School for the Deaf and the Blind (USDB) has advertised for Educational Interpreters or "Communication Interveners" sixteen times since July 20, 2006.[2] According to the U.S. Department of Labor, "Employment of interpreters and translators is projected to increase faster than the average for all occupations over the 2004-14 period, reflecting strong growth in the industries employing interpreters and translators."[3] Additionally, "A private employer in Utah has approached the Department of Workforce Services with a desire for 300 additional Intermediate Level Interpreters per year, offering salaries from $35,000 - $55,000 a year."[4] Salt Lake Community College has been the only training program in Utah for many years. Utah Valley State College began a new program in the fall of 2006. There are no programs in Utah north of Salt Lake City.

[1] Demographic data provided under "Utah Resources" at www.uad.org.
[2] Due to space limitations, a copy of each job announcement is available upon request.
[3] http://www.bls.gov/oco/ocos175.htm
[4] http://jobs.utah.gov/careers/industry/interpreter.pdf

Institutional Impact: Resources for this certificate are in place and administrative structure will not be impacted. The program has the capacity to enroll 20 students per class period with new students beginning weekly and others exiting at different times. Existing funds have been used to prepare facilities, hire faculty, and provide equipment. The certificate will not impact current operation in any way. Currently, the DATC is the only participating college in this certificate. They have two full-time faculty members in place that are prepared through education and experience to meet the instructional requirements of this program.

Finances: Resources, including faculty, facilities, and some equipment, are in place. Money has been allocated through capital equipment and current expense budgets to fund additional equipment and supplies for program start-up. The budget for this program is included in the institutional plan and was budgeted accordingly.

B. Dixie Applied Technology College (DXATC)

i. Certificate of Completion: Medical Assisting

Request: The Utah College of Applied Technology (UCAT) requests approval to offer a Certificate of Completion in Medical Assisting, effective immediately, at the Dixie Applied Technology College.

DXATC has been offering a Medical Assistant Certificate of Proficiency for the past three years. Recent review of the local program in conjunction with DXATC's accreditation has concluded that the program should be offered as a 1049-hour Certificate of Completion, requiring Fast Track approval from the Commissioner of Higher Education. The program is patterned after existing certificate of proficiency programs offered by other UCAT campuses, and is coordinated with a local advisory committee.

The program was approved by the DXATC Campus Board of Directors on March 1, 2007, the Dixie Educational Master Planning Executive Council on March 5, 2007, UCAT's Instructional Planning and Curriculum Committee (IPCC) on January 15, 2008, and the UCAT Board of Trustees on January 9, 2008.

Need: The Washington County region's need for a certificate of completion in Medical Assisting is consistent with the statewide demand for technicians in terms of industry, labor market and student demand. The Department of Workforce Services (DWS) gives medical assistants a 3-star rating with salary ranging from $19,500 to $21,810 and a projected growth of 65 percent in the St George area over the next 10 years. Approval to offer the certificate at DXATC will allow current and future medical assisting students to receive the level of training and credential identified as needed by region employers and to qualify for financial aid, thereby providing opportunities consistent with those available in other regions of the state.

Institutional Impact: Certificates of proficiency in Medical Assisting have been available to DXATC students for the past three years and the previous director of this program participated in the UCAT system efforts to align campus programs prior to that time. DXATC is now prepared to offer the program at the certificate of completion level. The courses and competencies are as outlined in the attachment and were primarily designed to meet the needs of IHC, the primary health care provider in this part of the state. The program is taught in an open-entry/open-exit method.

The Medical Assisting Certificate of Proficiency has been presented, supported and approved by the Employer Advisory Committee, Campus Board of Directors and the Regional Master Planning Council, which includes Dixie State College and Washington County School District.

Finances: Financial support for the currently offered Medical Assisting program is already in place at DXATC and will be handled within current faculty teaching loads and all expenses will be accommodated within existing campus budgets.

ii. Certificate of Proficiency: Pharmacy Technician

Request: Dixie Applied Technology College requests Fast Track approval of its Pharmacy Technician Certificate of Proficiency program for financial aid, effective immediately.

Certificates of proficiency are approved by local campus boards of directors; however, to be eligible for financial aid, programs of 600 hours or more require approval of the UCAT Board of Trustees and the Board of Regents. This program has been approved by the local DXATC board and has been functioning for the past three and one half years. DXATC was granted eligibility for federal financial aid in 2007, and is now seeking program-specific eligibility for its Pharmacy Technician Certificate of Proficiency.

The Campus Board of Directors (March 1, 2007), the Dixie Educational Master Planning Executive Council (March 5, 2007), UCAT's Instructional Planning and Curriculum Committee (January 15, 2008), and the UCAT Board of Trustees (January 9, 2008) have all approved the offering of this certificate. The program was also reviewed and approved in DXATC's recent COE accreditation. The Pharmacy Technician Certificate of Proficiency has been presented, supported and approved by the Employer Advisory Committee, Campus Board of Directors and the Regional Master Planning Council, which includes Dixie State College and Washington County School District.

Need: The Washington County region's need for a certificate of proficiency in Pharmacy Technician is consistent with the statewide need for technicians in terms of industry, labor market and student demand. The Department of Workforce Services (DWS) gives pharmacy technicians a four-star rating with salary ranging from $19,500 to $21,810 and a projected growth of 54 percent over the decade. "This occupation will grow much faster than average." Approval to offer financial aid eligibility for the certificate at DXATC will allow current and future Pharmacy Technician students to qualify for financial aid and provide opportunities for students consistent with those available in other regions of the state.

Institutional Impact: The certificate of proficiency in Pharmacy Technician has been available to DXATC students for the past three and one-half years. DXATC has been preparing programs to participate in financial aid. The course and competencies are as outlined in the attachment and were primarily designed to meet the needs of IHC and local area pharmacies. The program is taught in a more traditional mode of delivery and while not semesters, there are two entry points each year.

Finances: Financial support for the currently offered Pharmacy Technician program is already in place at DXATC and will be handled within current faculty teaching loads, and all expenses will be accommodated within existing campus budgets.

C. Mountainland Applied Technology Campus (MATC)

i. Certificate of Completion: Practical Nursing

Request: The Utah College of Applied Technology requests approval to offer a Certificate of Completion in Practical Nursing at the Mountainland Applied Technology College campus.

This program was granted provisional approval by the Utah Board of Nursing in October 2007, and a Memorandum of Understanding dated October 2006 is in place establishing a partnership between MATC and Utah Valley State College (UVSC) "to increase the number of Licensed Practical and Registered Nurses in the Mountainland Region and to articulate roles and responsibilities related to this partnership." The MATC practical nursing program will seek national accreditation through NLNAC.

Under the provisions of R401-4.1, the MATC Campus Board of Directors approved the 900-hour program as a regional campus-level certificate of proficiency in the spring of 2007, and the program began in January 2008. As the program was subsequently brought forward for approval of financial aid eligibility, it was determined that the program should be upgraded for future offerings to a Certificate of Completion.

The Practical Nursing program at MATC is two semesters with 900 clock hours and will prepare students to function at the first level of professional nursing in a variety of healthcare settings. Students will be prepared to pass the NCLEX-PN exam and work as licensed practical nurses. Ten students per year will be admitted into the UVSC Registered Nursing Program, while other students will be qualified to apply to UVSC and other advanced entry registered nursing programs.

Example of Program of Study		
	1st Semester	2nd Semester
1st year Prerequisites (UVSC)	Biology 1010 Math 1050 English 1010 Chemistry 1110 14 credits	Anatomy (ZOOL 2320) Physiology (ZOOL 2420) Human Growth & Devel. (PSY 1100) Nutrition 1020 14 credits
2nd year PN program (MATC)	Nursing 1010 Nursing 1011 Nursing 1012 420 hours	Nursing 1013 Nursing 1014 Nursing 1015 480 hours

Need: The Mountainland Region Department of Workforce Services created a task force to examine the nursing shortage in the area and to recommend potential solutions. One recommendation was to request that MATC expand their role in the training of nurses. The MATC practical nursing program will address the nursing shortage in two ways: First, by providing practical nurses to fill hundreds of positions in the region and second, by providing an entry pathway to registered nursing. Health Affairs, January/February 2007, reports that the nationwide nursing shortage is expected to reach 340,000 by the year 2020. Licensed practical nurses are employed in hospitals, clinics, long-term care centers, assisted living facilities, home health agencies, educational institutions, and public health departments.

Institutional Impact: Resources for this certificate are in place and administrative structure will not be impacted. The program will admit 20 students per session (fall and spring) for a total of 40 per year. The classroom, nursing lab, supplies, and equipment have been prepared at the MATC Orem campus and are

adequate to provide education in practical nursing. It is anticipated that the practical nursing program will be relocated to the future Thanksgiving Point MATC facility. A full-time nursing director has been hired along with three part-time nursing faculty members. Administrative assistance, student services, and instructional resources are available for students and faculty. Certified Nurse Assisting, which is currently offered at MATC, is a prerequisite for admission into the practical nursing program.

Finances: The Practical Nursing program at the MATC is funded by ongoing appropriations allocated through the FY2006 Nursing Initiative and FY2007 Jobs Now funding, and through student tuition and fees.

ii. Certificate of Proficiency: Pharmacy Technician

Request: Mountainland Applied Technology College requests approval of its Pharmacy Technician Certificate of Proficiency program for financial aid, effective immediately.

This program was approved by the local MATC board in 2007 to respond to immediate industry needs, and has been functioning for the past year. The MATC is now seeking approval to provide financial aid eligibility for its Pharmacy Technician Certificate of Proficiency.

Pharmacy Technician is a year-long program that includes 180 hours of externship. The program prepares students to take both the national and state standard exams to become a Utah licensed pharmacy technician. The program also fulfills requirements for students to receive a MATC certificate of proficiency. The skill sets acquired in this course allow for employment in Utah or other states as a pharmacy technician anywhere from entry-level to intermediate positions.

Course Titles	Classroom/ Lecture	Shop/ Lab	Work-Based Activities	Total Hours
Pharmacology	80	0	10	90
Pharmacy Practice	50	20	30	100
Pharmacy Calculations	100	10	20	130
Pharmaceutical Terminology & Abbreviations	40	10	10	60
Pharmacy Computers	20	50	20	90
Drug Names and Classifications	40	10	20	70
Over The Counter Medications	30	10	10	50
Pharmacy Laws and Regulations	30	0	20	50
Customer Service	10	10	20	40
State and National Certification	10	10	20	40
TOTALS	410	130	180	720

Need: The Pharmacy Technician Certificate of Proficiency fits within the mission established by the Board of Regents for technical colleges, as a short-term program preparing students for entry into an identified occupation. Given the strong level of interest among employers and students for a Pharmacy Technician program, the Pharmacy Technician Certificate of Proficiency is a high institutional priority.

Pharmacy Technicians have been selected as one of Utah's Four-Star occupations. Looking forward, business growth—as opposed to the need for replacements—will make up the majority of new job openings. With a projected 54.4 percent increase over the decade, this occupation will grow much faster than average.

Employment Projections 2004-2014 (Statistical Data provided by the Department of Workforce Services)					
Area Name	Current Employment	Projected Employment	Annual % Change	Total Annual Openings	Star Rating
Utah	2,170	3,350	5.5	150	4
Utah Metro	1,784	2,769	5.5	122	4
Utah Non-Metro	366	566	5.5	25	4

As this program was developed, the MATC worked with a combination of local school district officials, CTE Directors, business and community partnerships, and surveyed adult interest requests for student demand.

Institutional Impact: The MATC already has sufficient faculty for the program and will not need new faculty.

While some colleges throughout the USHE system offer related training outside the Mountainland Region, only MATC offers this type of instruction within the Mountainland Region.

Finances: The following is a summarized view of the finances.

Budget	2007-08
Salary & Wages	40,000
Benefits	24,744
Current Expense	5,500
Totals	70,244

Commissioner's Recommendation

The Commissioner recommends approval of the items on the Programs Committee's Consent Calendar.

_____

David L. Buhler, Interim Commissioner

DLB:aw

April 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah Graduation Guarantee – Report

Issue

The University of Utah is in the process of establishing a student-initiated Graduation Guarantee for first-time freshmen and transfer students. The Graduation Guarantee is being adopted on a college-by-college basis and will be operational once the DARS system is updated.

Graduation Guarantee

Retention and completion are among higher education's biggest concerns as a more broadly educated and trained workforce is needed to support the economic and social welfare of the country. USHE institutions are looking for ways to increase both.

The Graduation Guarantee is a University of Utah (U of U) student initiative that began in May 2007. Following meetings among the students and Career Services, the University College, and the Registrar's Office, a proposal was written, presented and discussed by the University Academic Advising Council (UAAC), the Council of Academic Deans (CAD), the department chairs, and the Student Commission. The document has undergone extensive revision and has received unanimous support from the Undergraduate Council, the student (ASUU) Senate and Assembly of elected officials, and the University administration. President Young, Senior Vice President Pershing, and Associate Vice President Brinkman have endorsed the program.

The Graduation Guarantee is designed to assist students to graduate. Students develop a plan and time frame for completing their education. Those who choose to participate in this program will meet each semester with an academic advisor to ensure they are on schedule with their individualized graduation plans and will seek advice from Career Services regarding their future goals. First-time freshmen and transfer students will need to complete their coursework within 5.5 years or 3.5 years, respectively. The contract is a living document that can be adjusted when necessary.

The University's commitment to the Graduation Guarantee is specified in a quote from the Senior Vice President, Dr. David Pershing: "If a student is prevented from graduating on time due to the unavailability of a course promised by the contracting department and an acceptable alternative

cannot be found, the student will not be charged tuition and fees when taking the course at a later date. The central administration will forego the tuition revenue that the student would otherwise have paid. The department will forego the funding that it would otherwise have received for that student through the SCH-based budget model. An appropriate record-keeping process will be developed to support this arrangement." Ten colleges offering undergraduate programs have agreed to adopt the Graduation Guarantee.

The Graduation Guarantee is expected to improve graduation rates, student and department communication, long-term scheduling capabilities, and assure better student preparation for career and graduate school.

Attached is a summary of the Graduation Guarantee followed by a more detailed description of the contract.

Commissioner's Recommendation

The Commissioner recommends that the Regents review the University of Utah's Graduation Guarantee. No action is required.

_____
David L. Buhler, Interim Commissioner

DLB/PCS
Attachment

Graduation Guarantee-Executive Summary

The Graduation Guarantee is designed to help students create a long-term plan for their education, as well as a time frame for the completion of that plan. Students who choose to participate in this program will meet each semester with an academic advisor to ensure they are on schedule with their individualized graduation plans, as well as seek advice from Career Services regarding their future goals. We believe this "living contract" between the University of Utah and participating students will lead to higher graduation rates, better department planning, and more efficient communication throughout the University.

Student's Agreement

- Meet with academic advisor during second semester to map out a plan for each semester until graduation, not to exceed 5.5 years. Declare major, enroll in catalog year, sign contract;
- Meet with academic advisor each semester, review/update contract;
- Strongly recommended to meet with a career advisor before third semester at the University. Choose a career-based or major-based track and be enrolled in a computer-based time line system as a reminder of career goals.
- Enroll in and complete determined courses, meeting GPA standards;
- Strongly recommended to enroll in Educational Psychology 2600 or a comparable major-specific course.

Transfer/Transition Student

- Assuming 60 credit transfer, meet with academic advisor and make graduation plan, not to exceed 3.5 years;
- In the event of changing majors, the contract is reevaluated and revised or voided, with the possibility of signing a new contract.

School's Agreement

- Guarantees the availability of the necessary classes in the semester that complies with the predetermined plan. In the event this is not possible, the college may:
    - Revise the contract, if possible;
    - Provide a substitute course or independent study assignment;
    - Waive the course requirement
    - Waive the tuition and fees for the specific course that is preventing timely graduation, the cost of which will be shared by the central administration and the responsible college.

Additionally, the college is responsible for guaranteeing only the courses that are offered by that college, and not courses required for graduation that are administered by another college.

Benefits of the Contract

- Improved student graduation rates;
- Improved student-department communication and understanding;
- Improved long-term scheduling capability (course enrollment forecasting);

- Increased interdepartmental communication;
- Better student preparation for career/graduate school.

Graduation Guarantee

The Graduation Guarantee is designed to help students create a long-term plan for their education, as well as a time frame for the completion of that plan. Students who choose to participate in this program will meet each semester with an academic advisor to ensure they are on schedule with their individualized graduation plans, as well as seek advice from Career Services regarding their future goals. We believe this "living contract" between the University of Utah and participating students will lead to higher graduation rates, better department planning, and more efficient communication throughout the University.

Freshman Student's Agreement

First Semester

Incoming freshmen who are interested in participating in the graduation guarantee must meet with their academic advisor after orientation to develop a semester schedule and to register for classes. Students will also discuss career interests and begin to develop a educational timeline and possible paths for earning a degree. During the second semester, students will complete a similar process, meeting with an academic advisor and planning a schedule prior to registration. To aid in this process, completing an aptitude/interest test, provided online by Career Services, is strongly recommended prior to or during the first semester at the university.

Signing the Contract

During the second semester students will meet with their academic advisor to discuss academic interests and their long-term educational plan. With the assistance of their advisor, students will map out a plan for each semester until expected graduation. At this point, students will declare their majors and be enrolled in a catalog year. Students who choose to participate in the graduation guarantee will then sign a contract agreeing to meet with their academic advisor once a semester, as scheduled by the advisor, to discuss their academic progress with their individual plan and their future class schedules. As part of the regularly scheduled meeting each semester students are to register as early as possible to ensure the availability of the needed classes. There may be some variation in this timeline depending on department-specific requirements.

Contract Length

For most majors, the specified time period of the contract is four years. However, in order to be more accommodating, students and academic advisors may determine the length of the contract upon their discretion. In cases where the require course load for a major exceeds 100 hours, it is recommended to extend the contract to 4.5 to 5 years. The graduation guarantee does not extend to plans of more than 5.5 years of school (11 semesters).

Contract Requirements

Signing the contract signifies that students agree to enroll in and successfully complete the courses that have been determined for each semester of the educational plan. It is important for students to remember that certain courses must be taken in the specified semester as they are often a

prerequisite for other courses or in some circumstances not taught every semester. Students accept the responsibility to monitor their own academic progress, including meeting the necessary application deadlines for their major and for graduation. Students also agree to fulfill all financial obligations and apply for all necessary financial assistance in a timely manner.

Changing the Contract

The agreement will be a "living contract," and may be adjusted to fit the student's needs, provided that both the student and the academic advisor agree on the changes. Depending on the severity of the change, it may result in an extension or require a new contract to be formed.

In the event of a student deciding to switch majors, the contract must be reevaluated. Depending on the degree of difference between major requirements, the contract will either be revised or voided, and in either case, a new contract signed. The new contract will be developed with the new department's academic advisor, and will have no relation to the previous contract. Students will be required to meet again with a career advisor if a different career path is desired.

Storing the Contract

The contract will be stored using a campus-wide computer-based system. In addition, copies of the contract will be kept by the student, the advisor, and sent to University College, which will keep a record of all students in the program. This will allow departments to better estimate the number of students planning to take a specific course during a semester, "forecasting" the need for classes. It will be particularly useful for interdisciplinary majors, and for departments which require courses offered by another department. It will foster interdepartmental communication. Additionally, it is believed that this type of system will greatly reduce delay in graduation processing and facilitate proper dissemination of students' academic information.

Voiding the Contract

Students who fail to meet all the necessary requirements of the program will not be eligible to receive the specified benefits of the plan. The following actions on behalf of the student will cause the contract to be void, without prior approval from the academic advisor:

1. Failure to meet with the counselor each semester to review academic progress;
2. Failure to follow the plan as outlined with the department advisor;
3. Failing or withdrawing from classes that cause students to deviate from the scheduled plan. In the circumstance that a student fails or withdraws from a class they can meet with a counselor to discuss the possibility of rescheduling the necessary class in addition to the already determined plan. If an appropriate solution is available the student has the option of remaining on the plan. However, there are no guarantees that it is possible to restructure the plan;
4. Retaking a class in order to earn a higher grade;
5. Being placed on academic probation;
6. Failure to meet requirements designated by the department.

Career Advising

It is also strongly recommended that students meet with a career advisor before their third semester at the University. This may be done prior to or after signing the contract. Meeting with a career counselor will allow students to plan more efficiently for their future. Students may either

choose a career-based or a major-based track. After choosing a track, the career advisor will enroll students in a computer-based time line system. This will contain the data already used by Career Services in giving students career-based advice each year. This system will be automated, but will serve as a reminder of career goals. It is strongly recommended that students enroll in Educational Psychology 2610, a major/career exploration course, or in a comparable major-specific course. This will help undecided students choose a major or career, and will help declared students in learning about their major and the corresponding career options.

As students develop goals for their futures, they should discuss the optimal way to pursue that path with both academic and career advisors. For example, if a student knows that they would like to attend graduate school, they should discuss with their advisor(s) appropriate times to take the necessary exams, ways to obtain extracurricular experience on campus, potential work experience, etc., with their advisors. The purpose of the career advice is to expose students to career paths early on and to better prepare students for their careers or post-graduate education. While it is recommended it is not mandatory for students to follow all given career advice.

Transfer/Transition Student Agreement

Transfer students may also participate in this program. Transfer students are allowed to participate in this program regardless of number of credit hours earned at prior institutions. However, for purposes of explanation, we will assume that a transfer student is entering the University upon completion of at least 60 credit hours. Upon arrival at the University of Utah, transfer students must see an academic advisor. At this point, the advisor will evaluate the student's progress toward their desired degree and will help the student plan accordingly. Students and advisors will map out the rest of the student's time at the University, which is not to exceed 3.5 years. The same semester advisor meetings are required, as is meeting with a career advisor during the first semester after transfer.

School's Agreement

Students who choose to participate in the graduation guarantee program will be guaranteed the opportunity to graduate within the specified time period. The college guarantees the availability of the necessary classes in the semester that complies with the predetermined plan. If the college is unable to provide a necessary class during the specified time period the college offering the major will provide one of the following four solutions:

1. Revise the contract to allow graduation within the allotted time frame, if possible;
2. Provide a substitute course or and independent study assignment that will fulfill the necessary requirement;
3. Waive the course requirement in order to allow graduation on time;
4. Waive the tuition and fees for the specific course that is preventing timely graduation, the cost of which will be shared by the central administration and the responsible college.

Tuition will be waived only in rare cases when the course cancellation occurs without enough notice to revise the contract, or where the course cancellation directly changes graduation. In the event that an important prerequisite course is cancelled and causes an unavoidable delay in the student's academic plan, the tuition for that specific course will be waived.

While the college does guarantee the availability of the course during the specified semester, it does not guarantee the course for a specific time of day.

Additionally, the college is responsible for guaranteeing only the courses that are offered by that college, and not courses required for graduation that are administered by another college.

Leave of Absence

There are many circumstances that can temporarily take students away from their education and will not disqualify students from participation in the graduation guarantee program. Situations in which students may be granted a leave of absence from the plan and still remain eligible upon reenrollment are:

1. Religious Service
2. Military Service
3. A school approved study abroad
4. A school approved internship.
5. Medical Reasons

Oftentimes in the circumstance of a study abroad or internships students can earn course credit for their participation. Students interested in participating in these educational programs can discuss options for including them in their educational plan with their academic advisor. As different internships provide varying course credit opportunities, students have the option of delaying their graduation guarantee plan for one semester in order to participate.

Students who take a leave of absence from their graduation guarantee plan must notify the academic advisor and the University Registrar of their scheduled leave and expected return. Situations that take students away from their educations for extended periods of time may necessitate the restructuring of the plan upon the students return.

Students choosing to serve an LDS mission often leave during or after their first year of university education. As the graduation contract is signed in preparation for the second year, it is preferred that students postpone making a detailed semester plan until their return. Students who wish to remain in the program should complete the mandatory meetings with their academic advisors in the semesters prior to departure. They also must notify their academic advisor prior to their departure and upon their arrival. Once the student is ready to resume their education, they must meet with their academic advisor prior to enrollment in classes to define their long-term educational plan and sign the contract.

Evaluation

The Graduation Guarantee program will be instated following the installment of the new generation of DARS at the University of Utah. Implementation will be on a college-by-college basis. Three years after the program begins, its success will be evaluated.

April 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Annual Regional Undergraduate Student Philosophical Conference – Report

Issue

Undergraduates studying Philosophy presented their papers at Salt Lake Community College, April 4, 2008, during the first annual regional philosophical conference: "Practical Reason and Moral Philosophy: In the Tradition of John Dewey."

Conference

Salt Lake Community College (SLCC) hosted the first annual regional undergraduate student philosophical conference on Friday, April 4, 2008. The brainchild of Dr. Alexander Izrailevsky, Professor of Philosophy, SLCC, the conference is to recognize students who engage in critical exploration of different ways to understand, challenge, and reinterpret moral philosophy. SLCC has hosted 16 philosophy conferences twice yearly during the Fall and Spring semesters. This was the first regional conference. Approximately 250 students attend these conferences.

Philosophy faculty from the University of Utah (U of U), Utah State University (USU), Weber State University (WSU), Utah Valley State College (UVSC), Salt Lake Community College (SLCC) and Brigham Young University (BYU) meet regularly to discuss issues and plan undergraduate experiences. During this first regional conference twenty students from the U of U, WSU, UVSC, SLCC, BYU and Idaho State University presented papers with such topics as: Toward a New Theory of Political Authority, The Philosophy of Freedom, Bigotry Unleashed: Dewey's Prescription for Societal Change, Preventing Music Education from Becoming History, The Influence of Educational Pragmatism on Society, and Yours Aren't Better than Mine: Grammatical versus Referential Intuition. Each student's presentation made explicit John Dewey's arguments and applied, translated, enlarged or criticized them based on his or her individual research topic.

Judge Andrew Valdez, Third District Juvenile Court, gave the keynote address which related Dewey's moral philosophical legacy to educational excellence as a way of resolving social problems. He challenged his listeners to reframe their thinking about a justice system that uses a punishing legal methodology and move to an educational and compassionate methodology for helping young people, particularly minorities, to change their lives.

Students who engage in such conferences are more likely to be retained and to persist to graduation. For this to happen, faculty must make the opportunities possible. The dedication and commitment of Dr. Izrailevsky and his philosophy colleagues to the undergraduate experience strengthen their institutional programs and prepare their students for careers and graduate education.

Commissioner's Recommendation

The Commissioner recommends that the Regents review the report on the First Annual Student Philosophical Conference. No action is required.

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David L. Buhler, Interim Commissioner

DLB/PCS

April 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Regents' Policy R312 (Configuration of the Utah System of Higher Education and Institutional Missions and Roles)—Information Item

Issue

Regents' Policy R312, which was first adopted by the Board in May 2003, requires the Regents to "review institutional roles and missions every five years in light of the educational needs and resources in the State of Utah." Because the Carnegie Foundation adopted new classifications for higher education institutions in 2006, and because it has been five years since R312's adoption, it is appropriate for the policy to be reviewed for potential revision.

Background

Regents' Policy R312, *Configuration of the Utah System of Higher Education and Institutional Missions and Roles*, which consolidated former policies R311, *Institutional Roles and Missions*, and R313, *Institutional Categories and Accompanying Criteria,* was adopted by the Board in May 2003 after several months of deliberation. Following the development of the draft policy in January 2003, Regent Jardine and the Board directed that the draft be distributed to all of the institutions for discussion and input.

The context of the discussion underlying this policy is important. According to the minutes of the January 17, 2003 Board meeting: "Chair Karras asked if the Regents would be approving the institutions' current missions and roles or their future plans. Chair Jardine said the policy would define where the institutions are now and where the Regents expect them to focus. However, in the future, institutions may move from one classification to another. This would require deliberation. Chair Karras said this was an extremely important issue. He recommended that a large block of time be scheduled to debate this issue. Chair Jardine said in his opinion, this policy creates classifications and also burdens of proof. Specific criteria are outlined which must be met objectively, and a strong burden of proof will be required for moving to the next category. He said those moves would be few and far between."

In drafting R312, the Board consulted the then-current Carnegie classifications of higher education institutions but did not adopt such classifications in their entirety. Rather, the Board used the Carnegie classifications as a platform, and then adopted its own classifications that fit the unique profiles of USHE institutions. Summarizing the process and purpose of the new R312, the minutes of the Board meeting of May 30, 2003 state:

"Chair Jardine said the Carnegie categories of institutions had been used as a reference point. After some discussion, the committee decided to retain Roman numerals (Type I, II, etc.). The committee also discussed where to include Dixie State College in institutional types. It was decided to have subcategories A and B of Type III to differentiate Dixie from UVSC.

At the Regents' meeting on January 18, 2008, a presentation was made by Utah Valley State College to highlight its new mission statement and its plan to pursue the Carnegie Foundation's new elective classification for Community Engagement. At the conclusion of that presentation, Strategic Planning and Communications Committee Chair Jardine requested that the Commissioner's staff review policy R312 and prepare an agenda item for the next Board meeting to discuss whether R312 needed revision or updates, particularly in light of the new Carnegie "Community Engagement" classification.

This recommendation is timely because policy R312-1 states that the "Regents will review institutional roles and missions every five years in light of the educational needs and resources in the State of Utah," and it has been five years since the adoption of R312 in May 2003.

Policy Issues

A. Classification of Institutions Under Policy R312

The current classifications for USHE institutions in policy R312 are loosely based on the Carnegie classifications that existed in 2003, but are not identical to them. Rather than adopting the Carnegie classifications verbatim, the Board decided to use the Carnegie classifications as a reference point in developing unique classifications that would preserve the integrity of USHE and fit the profiles of each USHE institution.

Therefore, while the current R312 classifications track the Carnegie classifications of "Doctoral/Research Universities," "Master's Colleges and Universities," "Baccalaureate Colleges/Associate's Colleges," and "Comprehensive Community Colleges/Associate's Colleges," they also include a Roman numeral descriptor, i.e., "Type I," "Type II," "Type III," Type IV," or "Type V." In addition, the "Baccalaureate Colleges/Associate's Colleges" category contains a division between "A" and "B" institutions to differentiate between Utah Valley State College and Dixie State College.

This policy has been in place for five years (since May 30, 2003) and during that period of time no changes have been made to either the classification criteria or the categorization of the institutions. However, in March 2006 the Carnegie Foundation revised its institutional classifications to add subcategories for two-year colleges, add a third subcategory for doctorate-granting institutions, and eliminate the term "liberal arts" to describe mostly undergraduate colleges. At the same time, UVSC has undergone a transformation from "college" to "university" status and other institutions, such as Dixie State College, began exploring the possibility of significant changes to their institutional missions and roles. Consequently, the relevance of the current R312 and its classifications deserves consideration.

B. New Carnegie Classifications

The Carnegie Foundation for the Advancement of Teaching first developed its system of institutional classification in 1970 to "help researchers group similar institutions."[1] The classifications have

[1] Audrey Williams June, *College Classifications Get An Overhaul*, Chronicle of Higher Education, Mar. 3. 2006, p. A25.

been revised four previous times (1976, 1987, 1994, and 2000), but none were as comprehensive as the changes made in 2006. "The new version classifies 4,321 colleges and universities, up from 3,856 in 2000."[2] In addition, the new classifications reflect significant changes in the college categories themselves. As reported by the Chronicle of Higher Education:

> "For instance, universities that award doctoral degrees are once again grouped according to the amount of research activity that takes place on campus, a measurement that was dropped in the 2000 revision of the classifications. However, the two categories previously used—'Doctoral Extensive' and 'Doctoral Intensive' have been divided into three. The three groups were determined using a complex plotting exercise where each institution's research activity was compared to a common reference point.
>
> "'Research Universities (very high research activity)' includes institutions such as Emory, North Carolina State, and the Johns Hopkins Universities, all formerly known as 'Doctoral Extensive.' Institutions such as San Diego State and Wake Forest University, both known as 'Doctoral Intensive,' are now 'Research Universities (high research activity).' The third group of doctoral universities under the new basic classification is called 'Doctoral/Research Universities' and mostly includes institutions that were formerly known as 'Doctoral Intensive' or 'Master's I.'
>
> "Master's colleges and universities have been split into three subcategories—larger, medium, and smaller—that are based on the number of master's degrees awarded. Baccalaureate colleges are divided into 'Arts and Sciences,' 'Diverse Fields,' and 'Associate's Colleges,' and each of those categories contains most of the same institutions as the former 'Liberal Arts,' 'General,' and 'Associate's Colleges.'
>
> "Associate's Colleges gained a new prominence in the system because the foundation decided the classification should begin with the category that enrolls the most students and then continue in descending order. Two-year colleges enroll about 40 percent of the nation's college students. The group of two-year public, private, and for-profit institutions is broken up into 14 subcategories that include 'Associate's-Public,' 'Rural-Serving Small,' and 'Associate's-Suburban-Serving Single Campus.'"[3]

Another significant change was the introduction of a new "elective" Community Engagement classification. As of January 2007, 76 colleges in the United States had been granted the classification in recognition of their inclusion of community engagement as part of their mission. "The community-engagement classification is an elective one that relies on data not typically collected by colleges and universities. Colleges were required to submit documentation of their community-engagement activities to the foundation."[4] According to Alexander McCormick, the director of Carnegie's classification work, the

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[2] Id.
[3] Id.

[4] Audrey Williams June, *Community Engagement Prompts New Carnegie Classification*, Chronicle of Higher Education, Jan. 12, 2007, p. A28.

new classification "represents a significant affirmation of the importance of community engagement in the agenda of higher education."[5]

C. Questions and Issues for Strategic Planning

In light of the new Carnegie classifications and changing circumstances for some USHE institutions, it merits discussion as to whether policy R312 should be revised to reflect the new classifications, provide more clear guidance on institutional missions and roles, and establish long-term system integrity. Specifically, some issues that should be considered in a re-examination of R312 include, but are not limited to, the following:

- Should R312's institutional classifications be revised to more closely reflect the new Carnegie classifications? What are the advantages and disadvantages of relying, or not relying, on the Carnegie classifications?

- What should the roles be, respectively, of the Board of Regents, Board committees, the Commissioner of Higher Education, institutional presidents, and institutional Boards of Trustees be in defining institutional mission and role, and how should this be reflected in R312?

- Should R312 be more explicit in defining the required components of institutional mission statements, as well as defining the procedure for reviewing and revising mission statements?

- Should R312 include a specific procedure to guide the Regents and Trustees in considering and approving changes to institutional mission statements or institutional classification?

- What emphasis, if any, should be placed on the new Carnegie classification for Community Engagement?

- What should the timeline and process be for revising policy R312?

Commissioner's Recommendation

This item is for information only; however, the Commissioner recommends that the Programs and Strategic Planning Committees review and make recommendations for action at a future Board of Regents meeting.

David L. Buhler
Interim Commissioner of Higher Education

DLB/dsd:jc
Attachments

[5] Id.

R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles

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R312-1. Purpose

To recognize the distinct and unique missions and roles of the institutions in the Utah System of Higher Education. To configure a system of colleges and universities to meet the educational needs of the citizens of the State of Utah, and to maintain system integrity by defining institutional categories.

The Regents will review institutional roles and missions every five years in light of the educational needs and resources in the State of Utah.

R312-2. References

2.1. Utah Code §53B-6-101, ~~(~~Master Plan for Higher Education~~)~~

2.2. Policy and Procedures R301, Master Plan Executive Summary

2.3. Policy and Procedures R310, System-wide Vision and Mission Statement

2.4. Policy and Procedures R315, Service Area Designation and Coordination
Off-Campus Courses and Programs

2.5. Policy and Procedures R485, Faculty Workload Guidelines

R312-3. Definitions

3.1. "Institutional Categories" – categories of institutions have been adapted from the Carnegie Classification of Institutions of Higher Education: http://www.carnegiefoundation.org.

3.2. "Mission Statements" – the general purposes and functions of various institutions.

3.3. "Roles" – the types and levels of educational programs and services assigned to and offered by the institutions.

3.4. "Teaching Load" – the institutional average teaching workload for full-time faculty at the various institutions.

R312-4. Doctorate-granting Universities: ~~Type I.~~
(University of Utah, Utah State University)

4.1 Definition – ~~Type I institutions offer a wide range of baccalaureate programs and are committed to graduate education through the doctorate. Doctorate granting institutions in this category generally award 50 or more doctoral degrees per year across at least 15 disciplines.~~

Basic Classification: Doctorate-granting institutions awarded at least 20 doctorates per year (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc).

Enrollment Profile: UU and USU: High undergraduate: Fall enrollment data show both undergraduate and graduate/professional students, with the latter group accounting for 10-24% of FTE enrollment.

Size and Setting: UU and USU: Large four-year, primarily nonresidential. Fall enrollment data show FTE enrollment of at least 10,000 degree-seeking students. Fewer than 25% of degree-seeking undergraduates live on campus.

4.1.1. Mission - The institution's mission is to discover, create, and transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels; through research and development; and through service

and extension programs associated with a major teaching and research university. Emphasis is placed on teaching, research, and service. The institution contributes to the quality of life and economic development at the local, state, and national levels.

4.1.2. Land Grant Institution - Through its extension services, a land grant institution may offer associate degrees and fulfill a community college role in areas of need pursuant to Policy R-315.

4.2. Programs

4.2.1. Instructional Programs - ~~Type I institutions offer baccalaureate programs, advanced professional training, graduate education of national significance and prominence at the master's and doctoral levels. Research, both independent of and complementary to the important teaching and service roles, is strongly emphasized~~.

Undergraduate Instruction Program

UU: Balanced arts & science/professions, high graduate coexistence: Bachelor's degree majors were relatively balanced between arts and sciences and professional fields (41-59% in each), and graduate degrees were observed in at least half of the fields corresponding to undergraduate majors.

USU: Professional plus arts & sciences, high graduate coexistence. 60-79% of bachelor's degree majors were in professional fields, and graduate degrees were observed in at least half of the fields corresponding to undergraduate majors.

Graduate Instruction Program

UU: Comprehensive doctoral with medical/veterinary. These institutions award doctoral degrees in humanities, social sciences, and STEM fields and they also award degrees in medicine, dentistry, and/or veterinary medicine. They also offer professional education in other health profession or in fields such as business, education, engineering, law, public policy, and social work.

USU: Doctoral, STEM dominant. These institutions award doctoral degrees in a range of fields, with plurality in the STEM fields. They may also offer professional education at the doctoral level or in fields such as law and medicine.

4.2.2. Accreditation - Regional, specialized, and state accreditation is a goal for all programs for which this accreditation is available and appropriate for the institution's mission and role. Such accreditation should enhance the excellence of the program and education of the student.

4.2.3. Research Programs - High priority is given to nationally recognized research and professional programs which make scholarly and creative contributions to the various disciplines and which support master's and doctoral programs of excellence. High priority is also given to research ~~that~~ which results in the development, transfer, and potential commercialization of new technology, processes, and products and contributes to the economic development of the state and nation. Doctorate-granting institutions are assigned to one of three categories based on a measure of research activity. It is important to note that the groups differentiate solely with respect to *level* of research activity, not quality or importance.

UU: very high research activity

USU: high research activity

4.2.4. Graduate Organization - Graduate study is a distinct organizational element within the institution.

4.3. Faculty

4.3.1. Criteria for Selection, Retention, and Advancement - Faculty are selected, retained, and promoted on the basis of:

4.3.1.1. evidence of effective teaching;

4.3.1.2. research, scholarship, and creative achievements; and

4.3.1.3. service and extension activities.

4.3.2. Educational Preparation - Regular full-time tenure track faculty will have earned the appropriate terminal degree for their field and specialty.

4.3.3. Teaching Loads and Research Activities - Average teaching loads are expected to be lower than that of faculty in ~~Type II and Type III institutions~~ , Master's colleges and Universities reflecting necessary faculty involvement with research, scholarship, and creative achievements. Institutional teaching loads will average at least 18 credit hour equivalents each academic year.

4.4. Student Admission - Students are admitted on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based primarily on past performance, such as grade point average and standardized test scores. Satisfactory completion of prerequisite courses and work experience may also be factors.

Undergraduate Profile:

UU: Medium full-time, four-year, selective, higher transfer in. Fall enrollment data show 60-79% of undergraduates enrolled full-time at this institution. Score data for first-year students indicate that this institution is selective in admissions. At least 20% of entering undergraduates are transfer students.

USU: Full-time four-year, selective, higher transfer in. Fall enrollment data show at least 80% of undergraduates enrolled full-time at this institution. Score data for first-year students indicate that this institution is selective in admissions. At least 20% of the entering undergraduates are transfer students.

4.4.1. Land Grant Institution – When a land-grant institution is acting as a community college through its extension efforts, students are granted open admission to associate degree programs with appropriate academic preparatory support.

4.5. Support Services - The institutions provide library services, support services, equipment, and other resources to support undergraduate and graduate programs, and student and faculty research.

4.6. University of Utah Institutional Mission and Role Statement ~~(being revised).~~

University of Utah Mission Statement (2006): The mission of The University of Utah is to serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement. As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced. Students at the University learn from and collaborate with faculty who are at the forefront of their disciplines. The University faculty and staff are committed to helping students excel. We zealously preserve academic freedom, promote diversity and equal opportunity, and respect individual beliefs. We advance rigorous interdisciplinary inquiry, international involvement, and social responsibility.

4.7. Utah State University Institutional Mission and Role Statement

Utah State University Mission Statement (2003): The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement.

R312-5. Master's Colleges and Universities: ~~Type II~~.
(Weber State University, Southern Utah University)

5.1. Definition - ~~Type II institutions typically offer a wide range of associate and baccalaureate programs, and are committed to graduate education through the master's degree. Master's granting institutions generally award 40 or more master's degrees per year across three or more disciplines. No course work or awards above the master's level are offered.~~

Basic Classification: Master's Colleges and Universities generally include institutions that award at least 50 master's degrees and fewer than 20 doctoral degrees per year.

Enrollment Profile: WSU and SUU: Very high undergraduate. Fall enrollment data show both undergraduate and graduate/professional students, with the latter group accounting for less than 10% of FTE enrollment.

Size and Setting:

WSU: Large, four-year, primarily nonresidential. Fall enrollment data show FTE enrollment of at least 10,000 degree-seeking students. Fewer than 25% of degree-seeking undergraduate live on campus.

SUU: Medium, four-year, primarily residential. Fall enrollment data show FTE enrollment of 3,000-9,999 degree-seeking students. 25-49% of degree-seeking undergraduates live on campus.

5.1.1. Mission - The institution's mission is to transmit knowledge and skills primarily through undergraduate programs at the associate and baccalaureate levels, including applied technology education programs and selected graduate programs in high demand areas. Emphasis is placed on teaching, scholarly, and creative achievements that are complementary to the teaching role, and community service. The institution contributes to the quality of life and economic development at the local and state levels. Student success is supported through developmental programs and services associated with a comprehensive community college.

5.2. Programs

5.2.1. Instructional Programs - ~~The institution offers certificates, diplomas, general education, associate degrees and awards in applied technology education, baccalaureate degree programs including those built upon associate degree programs, and selected professional master's programs. The institution also provides specialized training programs for employers. No doctoral programs are offered~~.

Undergraduate Instruction Program

Professionals plus arts and sciences, some graduate coexistence. 60-79% of bachelor's degree majors are in professional fields, and graduate degrees were observed in some of the fields corresponding to undergraduate majors (but less than half).

Graduate Instruction Program

WSU: Post baccalaureate professional (business dominant). According to degree data, this institution awards master's and professional degrees in professional fields, and the plurality of graduate degrees are in business.

SUU: Post baccalaureate professional (education dominant). According to degree data, this institution awards master's or professional degrees in professional fields, and the plurality of graduate degrees are in education.

5.2.2. Accreditation - Regional, state, and specialized accreditation is a goal for programs for which such accreditation is available and appropriate for the institution's mission and role. Such accreditation should enhance the excellence of the program and education of the student.

5.2.3. Scholarly and Creative Efforts - Faculty scholarly and creative efforts that complement and support the teaching role, regional and community service, and economic development are expected.

5.2.4. Comprehensive Community College Function – Within the organization of the institution the comprehensive community college function is identifiable, supported through programs, services, and specific administrative responsibility, and includes transfer education, applied technology education, customized training for employers, developmental education, and strong student services.

5 .3. Faculty

5.3.1. Criteria for Selection, Retention, and Advancement - Faculty are selected, retained, and promoted primarily on the basis of evidence of effective teaching. Additional criteria include scholarly, professional and creative achievements, and service that complements the teaching role.

5.3.2. Educational Preparation - Regular full-time tenure track faculty will have earned or be working toward the appropriate terminal degrees for their field and specialty. Faculty in applied technology or professional fields also will have practical, related work experience.

5.3.3. Teaching Loads - Average teaching loads are higher than those of faculty in ~~Type I institutions~~ Master's colleges and Universities and somewhat lower than those of faculty in ~~Type III institutions~~ Doctorate-granting Universities. This is due to the institution having fewer graduate programs and less emphasis on research and scholarship than ~~Type I institutions~~ Doctorate-granting Universities. Institutional teaching loads will average at least 24 credit hour equivalents each academic year.

5.4. Student Admission - Students are granted admission primarily on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based in part on past performance such as grade point average and standardized test scores. Satisfactory completion of developmental courses, prerequisite courses, and work experience may also be factors.

Undergraduate Profile

SUU: Full-time four-year, selective, higher transfer in. Fall enrollment data show at least 80% of undergraduates enrolled full-time at this institution. Score data for first-year students indicate that this institution is selective in admissions. At least 20% of the entering undergraduates are transfer students.

WSU: Higher part-time four-year. Fall enrollment data show at least 40% of undergraduates enrolled part-time at this institution.

5.5. Support Services - The institution provides library services, support services, equipment, and other resources to support undergraduate programs, a limited number of master's programs, and the intellectual needs of students and faculty.

5.6. Weber State University Institutional Mission and Role Statement ~~(being revised).~~

Weber State University Mission Statement (2007): Weber State University offers associate, baccalaureate and master degree programs in a broad variety of liberal arts, sciences, technical and professional fields. The university provides excellent educational experiences for its students through extensive personal contact among faculty, staff and students in and out of the classroom. To accomplish its mission, the university, in partnership with the broader community, engages in research, artistic expression, public service, economic development, and community based learning experiences in an environment that encourages freedom of expression while valuing diversity.

5.7. Southern Utah University Institutional Mission and Role Statement ~~(being revised).~~

Southern Utah University Mission Statement (2005): Southern Utah University is a comprehensive regional institution offering graduate, baccalaureate, associate, and technical programs. SUU is committed to providing an excellent education through a diverse, dynamic and personalized learning environment. The university educates students to be critical thinkers, effective communicators, lifelong learners and individuals who demonstrate integrity and empathy as they pursue their lives' ambitions.

R312-6. Baccalaureate Colleges~~/Associate's Colleges~~: ~~Type III (A and B)~~
(Utah Valley ~~State College~~ University; Dixie State College of Utah)

6.1. Definition - ~~Type III institutions are undergraduate colleges with a major emphasis on associate and baccalaureate programs. Certificate and training programs designed to meet employers' needs are also emphasized. No graduate level course work or awards above the baccalaureate level are offered~~.

~~**6.A.1. Type IIIA** (Utah Valley State College) institutions generally award 500 or more baccalaureate degrees per yearacross at least 20 disciplines, continuing to offer select certificates and associate degrees in response to the requirements of employers and the community~~.

Basic Classification: Includes Institutions where baccalaureate degrees represent at least 10% of all undergraduate degrees and award fewer than 50 master's degree or 20 doctoral degrees per year.

Enrollment Profile:

UVU: Exclusively undergraduate four-year. Fall enrollment data show only undergraduates enrolled

DSC: Exclusively undergraduate four-year. Fall enrollment data show only undergraduates enrolled

Size and Setting:

UVU: Large four-year, primarily nonresidential. Fall enrollment data show FTE enrollment of at least 10,000 degree-seeking students at this institution. Fewer than 25% of degree-seeking students live on campus.

DSC: Medium four-year, primarily residential. Fall enrollment data show FTE enrollment of 3,000-9,999 degree-seeking students at these bachelor's degree granting institutions. 25-49% of degree-seeking undergraduates live on campus.

6.A.1.1. Mission - The institution's mission is to transmit knowledge and skills through undergraduate programs at the associate and baccalaureate levels, including applied technology education programs. Certificate programs are offered. Emphasis is placed on teaching, scholarly, professional, and creative achievements complementary to the teaching role, and community service. The institution contributes to the quality of life and economic development at the local and state levels. Student success is supported through developmental programs and services associated with a comprehensive community college.

6.A.2. Programs

6.A.2.1. Instructional programs - ~~The institution offers certificates, diplomas, general education, associate degrees and awards in applied technology education, lower division major transfer programs, and baccalaureate degree programs, including those built upon associate degree programs. Specialized training programs designed to meet employers' needs are also provided. In addition, where need has been demonstrated and costs are not prohibitive, additional degree programs beyond the baccalaureate degree are offered on Type IIIA campuses by other USHE institutions through cooperative agreements or university centers.~~

Undergraduate Instruction Program

UVU: Associate's Dominant

DSC: Associate's Dominant. This institution awards both associate's and bachelor's degrees, but the majority of degrees awarded were at the associate's level.

6.A.2.2. Accreditation - Regional, state, and specialized accreditation is a goal for programs for which this accreditation is available and appropriate for the institution's mission and role. Such accreditation should enhance the excellence of the program and education of the student.

6.A.2.3. Comprehensive Community College Function – Within the organization of the institution the comprehensive community college function is identifiable, supported through programs, services and specific administrative responsibility, and includes transfer education, applied technology education, customized training for employers, developmental education and strong student services.

6.A.3. Faculty

6.A.3.1. Criteria for Selection, Retention, and Advancement - Faculty are selected, retained, and promoted primarily on the basis of evidence of effective teaching. Secondary criteria include scholarly, professional and creative achievements, and service that complement the teaching role.

6.A.3.2. Educational Preparation - Regular full-time tenure track faculty will have earned or be working on the appropriate terminal degrees for their field and specialty. Faculty in applied technology or professional fields also will have practical, related work experience.

6.A.3.3. Teaching Loads - Average teaching loads are higher than those of faculty in ~~Type I and Type II institutions and somewhat lower than those of faculty in Type IIIB institutions~~ Doctorate-granting Universities and Master's colleges and Universities. Institutional teaching loads will average at least 27 credit hour equivalents each academic year.

6.A.4. Student Admission - All incoming students are tested for course placement and advising purposes. Satisfactory completion of developmental or prerequisite courses and work experience also may be factors. Lower-division courses are primarily open admission, while students must meet admissions' criteria for upper-division courses and programs.

Undergraduate Profile

UVU: Higher part-time four-year. Fall enrollment data show at least 40% of undergraduates enrolled part-time at this institution.

DSC: Medium full-time four-year, inclusive. Fall enrollment data show 60-79% of undergraduates enrolled full-time at this institution. This institution either does not report test score data or the scores indicate that they extend educational opportunity to a wide range of students with respect to academic preparation and achievement.

6.A.5. Support Services - The institution provides library services, support services, equipment, and other resources to support lower-division programs in applied technology and general education, selected baccalaureate programs, and the intellectual needs of students and faculty.

6.A.6. Utah Valley ~~State College~~ University Institutional Mission and Role Statement ~~(being revised).~~

Utah Valley University Mission Statement (2007): Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. UVU builds on foundation of substantive scholarly and creative work to foster engaged learning. The university prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community.

~~**6.B.1.** Definition - Type IIIB (Dixie State College of Utah) institutions generally award at least 30 baccalaureate degrees per year across at least three disciplines, with an ongoing emphasis on the community college mission.~~

~~**6.B.1.1.** Mission - The institution's mission is to transmit knowledge and skills primarily through education and training programs at the certificate and associate degree level, including applied technology education programs, and selected baccalaureate programs in high demand areas. Emphasis is placed on teaching, training, scholarly, professional, and creative efforts complementary to the teaching and training role, and community service. The institution contributes to the quality of life and economic development of the community and the state. Student success is supported through developmental programs and services associated with a comprehensive community college.~~

~~**6.B.2.** Programs~~

~~**6.B.2.1.** Instructional programs - The institution offers certificates, diplomas, general education, associate degrees including awards in applied technology education, lower division major transfer programs, and high demand baccalaureate degree programs, including those built upon associate degree programs. Transfer programs are intended to prepare graduates to begin upper division work. Specialized training programs designed to meet employers' needs are also provided. In addition, where need has been demonstrated and costs are not prohibitive, additional degree programs beyond the associate degree are offered on state college campuses by other USHE institutions through cooperative agreements or university centers.~~

~~**6.B.2.2.** Accreditation - Regional, state, and specialized accreditation is a goal for programs for which this accreditation is available and appropriate for the institution's mission and role. Such accreditation should enhance the excellence of the program and education of the student.~~

~~**6.B.2.3.** Comprehensive Community College Function - Within the organization of the institution the comprehensive community college function is identifiable, supported through programs, services, and specific administrative responsibility, and includes transfer education, applied technology education, customized training for employers, developmental education, and strong student services.~~

~~**6.B.3.** Faculty~~

~~**6.B.3.1.** Criteria for Selection, Retention, and Advancement - Faculty are selected, retained, and promoted primarily on the basis and evidence of effective teaching and training. Secondary criteria include scholarly, professional, creative achievements, and service that complement the teaching role.~~

~~**6.B.3.2.** Educational Preparation - Regular full-time tenure track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement. Faculty teaching upper-division courses will have earned or be working toward the appropriate terminal degree for their field and specialty.~~

~~**6.B.3.3.** Teaching Loads - Institutional teaching loads will average at least 30 credit hour equivalents each academic year for lower-division instruction, and will average at least 27 credit hour equivalents each academic year for upper- division instruction.~~

~~**6.B.4.** Student Admission - All incoming students are tested for course placement and advising purposes. Satisfactory completion of developmental and/or prerequisite courses and work experience also may be factors. Lower- division courses are primarily open admission, while students must meet admissions' criteria for upper-division courses and programs.~~

~~**6.B.5.** Support Services - The institution provides library services, support services, equipment, and other resources to support lower-division programs in applied technology and general education, selected baccalaureate programs, and the intellectual needs of students and faculty.~~

6.B.6. Dixie State College of Utah Institutional Mission and Role Statement ~~(being revised~~).

> **Dixie State College of Utah Mission Statement (2005):** Dixie State College of Utah (DSC) strives to help students to define, shape and achieve educational and life goals. It is dedicated to providing personalized and excellent teaching in a learning environment where all students can become passionate about their individual educational endeavors. DSC is a publicly supported institution-authorized by the Utah State Board of Regents-with two independent tiers. DSC offers associate degrees and certificate programs that meet the needs of students, the community and the state. The College also offers baccalaureate programs in high demand areas and in core of foundational areas consistent with comprehensive four-year colleges. Dixie State College enhances its campus climate by promoting cultural and demographic diversity, and by inviting students to participate in its open-door, post-secondary educational programs.

R312.7. ~~Comprehensive Community Colleges~~/Associate's Colleges: ~~Type IV~~
(Snow College, College of Eastern Utah, Salt Lake Community College)

7.1. Definition ~~-Type IV institutions offer associate degrees and certificate programs. No upper-division course work or awards above the associate degree level are offered~~.

Basic Classification: Associate Colleges include institutions where all degrees are at the associate's level, or where bachelor's degrees account for less than 10% of all undergraduate degrees

Enrollment Profile: Exclusively undergraduate two-year. Fall enrollment data show only undergraduates enrolled at these associate's degree granting institutions.

Size and Setting:

> Snow: Medium two-year. Fall enrollment data show FTE enrollment of 2,000-4,999 students at this associate's degree granting institutions.
>
> CEU: Small two-year. Fall enrollment data show FTE enrollment of 500-1,999 students at this associate's degree granting institution.
>
> SLCC: Very large two-year. Fall enrolment data show FTE enrollment of at least 10,000 students at these associate's degree granting institutions.

7.1.1. Mission - The institution's mission is that of a comprehensive community college, transmitting knowledge and skills through transfer education at the Associate of Arts and Associate of Science Degree level; applied technology education; customized training for employers; developmental education; and strong student services to support these functions. Transfer programs are intended to prepare graduates to begin upper-division work. Emphasis is placed on teaching, training, scholarly, professional, and creative achievement, and community service. The institution contributes to the quality of life and economic development of the community and the state. Student success is supported through developmental programs and services associated with a comprehensive community college.

7.2. Programs

7.2.1. Instructional Programs - ~~The institutions offer general education, certificates, diplomas, and Associate of Arts, Associate of Science, and Associate of Applied Science Degrees. Transfer programs are intended to prepare graduates to begin upper-division work. Specialized training programs designed to meet employers' needs are also provided. Where need has been demonstrated and costs are not prohibitive, selected degree programs beyond the associate degree are offered on community college campuses by other USHE institutions through cooperative agreements or university centers.~~

Undergraduate Instruction Program: Associate. According to degree data, these institutions award associate's degrees but no bachelor's degrees.

7.2.2. Accreditation - Regional, state, and specialized accreditation is a goal for programs for which this accreditation is available and appropriate for the institution's mission and role. Such accreditation should enhance the excellence of the program and education of the student.

7.3. Faculty

7.3.1. Criteria for Selection, Retention, and Advancement - Faculty are selected, retained, and promoted primarily on the basis of evidence of effective teaching and training. Secondary criteria complementary to the teaching role include scholarly, professional, creative achievements and service.

7.3.2. Educational Preparation - Regular full-time tenure track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement.

7.3.3. Teaching Loads - Average teaching loads are somewhat higher than those of faculty in ~~Type II and Type IIIA institutions~~ Doctorate-granting Universities, Master's Colleges and Universities, and Baccalaureate Colleges, because faculty are not involved in upper-division and graduate level instruction. Institutional teaching loads will average at least 30 credit hour equivalents each academic year, the same as those of faculty teaching lower-division instruction in ~~Type IIIB institutions~~ Baccalaureate Colleges.

7.4. Student Admission - Comprehensive community colleges are open admission institutions. Incoming students may be tested for course placement and the ability to benefit from specific courses for financial aid purposes. Satisfactory completion of other developmental or prerequisite courses and work experience may also be factors.

Undergraduate Profile

SNOW, CEU: Medium, full-time, two year. Fall enrollment data show 10-39% of undergraduates enrolled part-time at these institutions.

SLCC: Higher part-time two-year. Fall enrollment data show at least 60% of undergraduates enrolled part-time at this institution.

7.5. Support Services - The institution provides library services, support services, equipment, and other resources to support lower-division programs in applied technology, general education, and the intellectual needs of students and faculty.

7.6. Snow College Institutional Mission and Role Statement.

Snow College Mission and Roles Statement (2004): The mission of Snow College is to educate students, inspire them to love learning, and lead them to serve others. Snow College achieves this mission through a constant pursuit of excellence in teaching; through a nurturing, positive learning environment; and through people who demonstrate a love for learning and service to humanity. Building upon a tradition and heritage of academic distinction and personalized attention, Snow College fills the following roles:

7.7. College of Eastern Utah Institutional Mission and Role Statement ~~(being revised).~~

College of Eastern Utah Mission Statement (YEAR): College of Eastern Utah is committed to the highest standards of instruction and learning in its academic and applied technology programs. The College prepares students for certification, degree or transfer programs and recognizes that education continues beyond graduation. We strive to help instill the curiosity and skills necessary for a student to continue learning throughout life. College of Eastern Utah provides a complete campus experience for both traditional and non-traditional students. We seek to be involved in and responsive to our community. The College affirms a special role in representing the human diversity of our region, state, country and world. Our classrooms include the beauty of our setting among mountains, high deserts, and deep canyons.

7.8. Salt Lake Community College Institutional Mission and Role Statement (being revised).

> **Salt Lake Community College Mission Statement (2006):** Salt Lake Community College is a public, open-access, comprehensive community college committed to serving the broader community. Its mission is to provide quality higher education and lifelong learning to people of diverse cultures, abilities, and ages, and to serve the needs of community and government agencies, business, industry and other employers.

R312-8. Technical Colleges: ~~Type V~~
(Utah College of Applied Technology)

8.1. Definition -~~Type V institutions~~ Technical Colleges award certificates and Associate of Applied Technology Degrees. General education courses are provided, in partnership, through other USHE institutions. No upper-division course work or awards above the associate degree level are offered.

8.1.1. Mission - The institution's mission is to transmit knowledge and skills to both high school and adult students, and to meet the needs of employers primarily through education and training programs, whether long term, short term, or custom designed for specific employer needs. These programs provide students with opportunities to enter, re-enter, upgrade, or advance in the workplace. To meet this mission the institution also assists students to enhance the necessary basic skills to succeed in technical training programs and provides life-long learning opportunities designed to meet the individual needs of Utah's citizens. Programs are offered in an open-entry, open-exit competency-based environment using a flexible approach to meet individual student and employer needs. The institution contributes to the quality of life and economic development at the local and state levels.

8.2. Programs

8.2.1. Instructional Programs - The institution offers competency-based certificates and Associate of Applied Technology Degrees that result in appropriate licensing, certification, or skill training to qualify students for specific employment. The general education components of the Associate of Applied Technology Degrees are offered by the other USHE institutions. The institution also provides rapid response to training needs of Utah employers through several programs including specifically designed custom fit training. Competency-based high school diplomas will be offered. In performing these responsibilities, the applied technology college cooperates with local school districts and other higher education institutions.

8.2.2. Accreditation – National, regional, state, and specialized accreditation is a goal for programs for which this accreditation is available and appropriate for the institution's mission and role. Such accreditation should enhance the excellence of the program and education of the student.

8.3. Faculty

8.3.1. Criteria for Selection, Retention, and Advancement - Faculty are selected, retained, and promoted primarily on the basis of evidence of appropriate levels of technical knowledge and skills, related industry experience, and effective teaching and training. Secondary criteria complementary to the teaching role include service and creative achievements.

8.3.2. Educational Preparation - Regular full-time faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level.

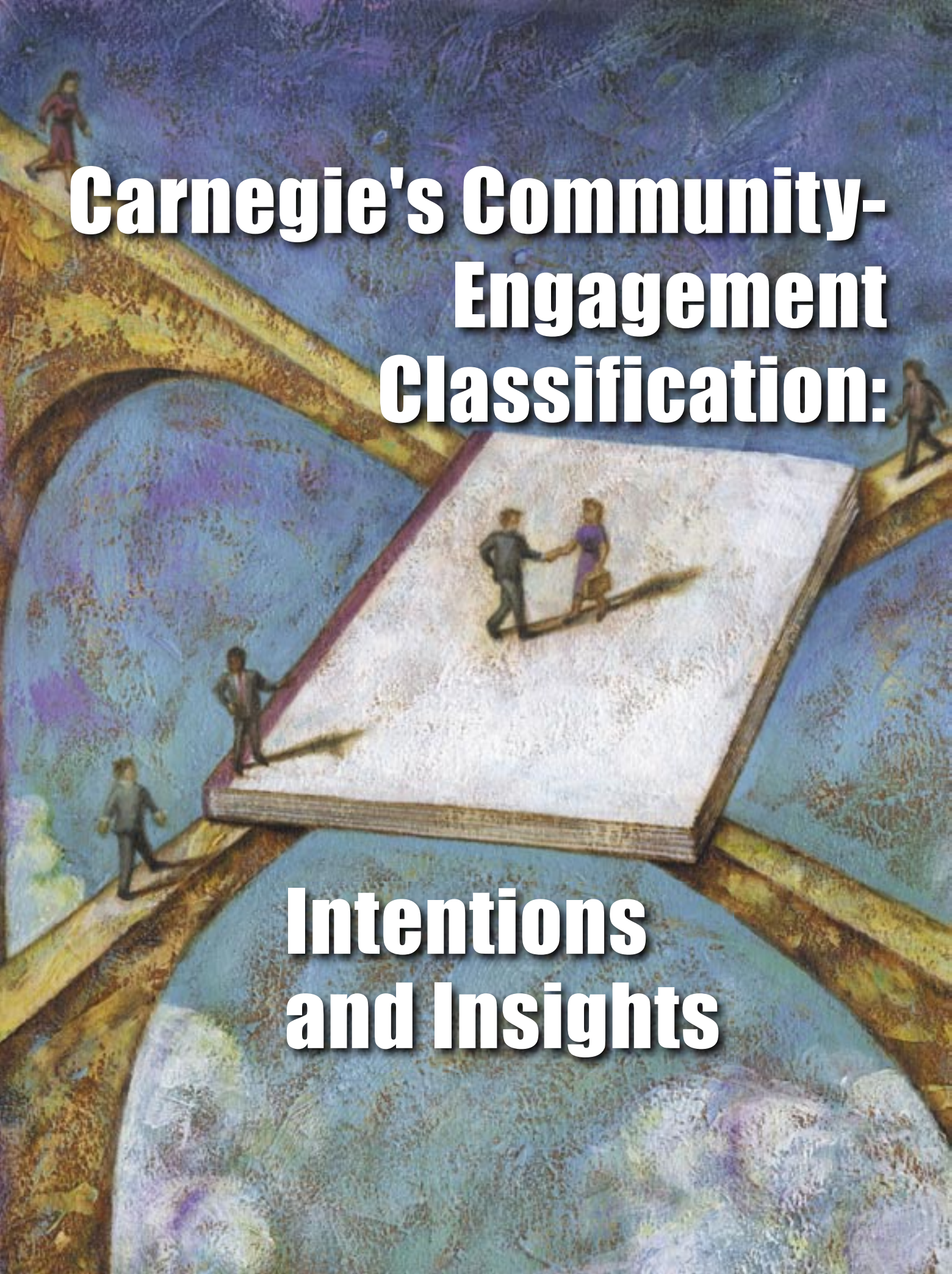
8.3.3. Teaching Loads - Teaching loads of technical faculty and ongoing daily student contact are at a somewhat higher level than at a ~~Type IV institution~~ Associate's College. Institutional teaching loads will average at least 30 clock hours per week.

8.4. Student Admission - All applied technology colleges are open admission institutions. Incoming students may be tested for placement and the ability to benefit from specific courses for financial aid purposes.

8.5. Support Services - The institution provides support services, equipment, and other resources to support applied technology education programs.

8.6. Utah College of Applied Technology Mission and Role Statement (to be inserted).

(Approved on May 30, 2003.Amended April 4, 2008)



Carnegie's Community-Engagement Classification:

Intentions and Insights

BY AMY DRISCOLL

Despite our commitment to community engagement, we had not previously compiled information about the many types and examples of community engagement that occur here. The self-study tells us that we have much to celebrate. It also provides us with a tool for analyzing where we can further increase our efforts.

—A small private college in the Midwest

The Carnegie process is now informing university-wide strategic planning and is being turned into a set of recommendations. It has revitalized attention to the core urban mission of the institution and created widespread energy to deepen community engagement.

—A large urban university on the East coast

Over the last few years, the Carnegie Foundation for the Advancement of Teaching has engaged in a comprehensive re-examination of its traditional classification system. The redesign stemmed from a concern about the inadequacy of the classification for representing institutional similarities and differences and its insensitivity to the evolution of higher education. In December 2006, the foundation announced the inaugural selection of 76 U. S. colleges and universities to be newly classified as "institutions of community engagement," the first of a set of elective classifications intended to broaden the categorization of colleges and universities. Of those 76 institutions, most reported the kind of impact described in the opening quotations. The enthusiastic response to the new classification signaled the eagerness of institutions to have their community engagement acknowledged with a national and publicly recognized classification.

The Documentation Framework

Before the first formal classification began in 2006, extensive efforts were devoted to developing a framework that institutions could use to document engagement with their communities. That framework was designed to:

1) Respect the diversity of institutions and their approaches to community engagement;

2) Engage institutions in a process of inquiry, reflection, and self-assessment; and

3) Honor institutions' achievements while promoting the ongoing development of their programs.

The development of the framework for this new classification occurred in three phases. The first consisted of consultation with national leaders and a review of the current literature on community engagement. The second phase was a review of current practices in documenting such engagement, such as those by Campus Compact, the Council of Independent Colleges (CIC), the National Association of State Universities and Land-Grant Colleges (NASULGC), and individual institutions. The third phase of development was an ambitious and informative pilot study with 14 institutions that had been identified as significantly engaged with their communities. Representatives from those institutions reviewed and critiqued an initial framework, tested it on their campuses, and made significant contributions to the final design.

In order to respect the diversity of institutions and their approaches, the term "community engagement" was defined broadly as "the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." The documentation framework was also designed to accommodate institutional variations in philosophy, approaches, and contexts.

Documentation Process

Unlike Carnegie's other classifications, which rely on national data, its new, voluntary classifications such as community engagement are designed to work based on documentation provided by the institutions.

To engage colleges and universities in a substantive process of inquiry, reflection, and self-assessment, the framework has two major sections: *Foundational Indicators* and *Categories of Engagement*. Applicants were asked first to document a set of *Foundational Indicators* in two categories: "Institutional Identity and Culture" and "Institutional Commitment." These included both required and optional documentation. For example, one requirement of "Institutional Identity and Culture" was that "the institution indicates that community engagement is a priority in its mission" and provides relevant quotations from mission statements to demonstrate that priority, while the "Institutional Commitment" category required documentation regarding budget, infrastructure, strategic planning, and faculty-development efforts to support community engagement. Colleges and universities that were unable to meet the requirements of the first stage were encouraged to address these foundational indicators before seeking classification at a future date.

Amy Driscoll is a consulting scholar with the Carnegie Foundation for the Advancement of Teaching, where she coordinates the new elective classification for community engagement. Previously director of community/university partnerships at Portland State University, her publications include Making Outreach Visible: A Guide to Documenting Professional Service and Outreach *(1999), with Ernest Lynton.*

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The second section of the documentation framework, *Categories of Engagement*, calls for data about, and examples and descriptions of, focused engagement activities in the categories of "Curricular Engagement" and "Outreach and Partnerships."

To demonstrate curricular engagement, institutions were asked to describe teaching, learning, and scholarly activities that engage faculty, students, and the community in mutually beneficial and respectful collaboration, address community-identified needs, deepen students' civic and academic learning, enhance the well-being of the community, and enrich the scholarship of the institution.

To demonstrate outreach and partnerships, they were asked to describe two related approaches to community engagement: first, the provision of institutional resources for community use in ways that benefited both the campus and the community and second, collaborations and faculty scholarship that constituted a beneficial exchange, exploration, discovery, and application of knowledge, information, and resources.

The requirements of both sections, when met, describe an institution deeply engaged with its community. The composite profile of these colleges and universities represents the best practices that have been identified nationally. The framework enabled participating institutions to assess the presence or absence of such practices, identify and reflect on both the strengths of and the gaps in their approaches, and strengthen their programs. Thus Carnegie began to achieve its intention to honor achievements while promoting ongoing improvement.

The Applicants

In April 2006, 145 institutions responded to the opportunity to be classified. Of them, 107 were accepted for the inaugural pool. They varied in size, type, programmatic focus, and location, and yet the pool was also limited enough to ensure a thorough and reflective review process. By the September 2006 deadline, 89 institutions had submitted full documentation. Those institutions that did not complete applications reported either that the documentation framework was more extensive than they had anticipated or that their approaches to community engagement needed further development before they could meet the requirements.

Responses from both the institutions that completed the application and those that did not affirmed that the process was substantive and required extensive reflection and self-assessment. In many cases, they reported that new questions and unexpected challenges arose as the framework asked them to describe areas of engagement that they had not previously assessed or even tracked on an institutional level.

A pivotal question for many campuses was how to define engagement for their institution and its community. Indiana University-Purdue University, Indianapolis, replaced "community engagement" with "civic engagement" to better reflect the institutional philosophy. North Carolina State University introduced its documentation with a broader definition of community than the Carnegie one, since campus/community discussions had expanded the concept of community beyond geographic boundaries.

In other cases, new tracking and assessment systems and strategies were developed and put into practice. For example, Northern Kentucky University revised an existing annual survey to include elements of the classification framework, created an online version of the survey to strengthen an already strong response rate, and published the data in a well-disseminated institutional report.

Of the 76 colleges and universities that were finally recognized in the first classification, 44 are public institutions and 32 are private; 36 are classified (in Carnegie's "basic" classification) as doctorate-granting universities, 21 are master's colleges and universities, 13 are baccalaureate colleges, five are community colleges, and one has a specialized arts focus. Within and among those 76 institutions are varied approaches to engagement; diverse partnerships in terms of disciplinary focus, size, length of time, and purposes; and varying interpretations of community, both conceptually and geographically. Among them, five documented only a focus on curricular engagement, and nine focused their documentation on outreach and partnerships, while 62 institutions qualified for classification in both categories.

Insights from Institutions Newly Classified

One of the major strengths of the institutions that were classified as engaged with their communities was a compelling alignment of mission, marketing, leadership, traditions, recognitions, budgetary support, infrastructure, faculty development, and strategic plans—the foundational indicators of community engagement. For example, Portland State University's motto, "Let knowledge serve the city," was translated into budgetary priorities, an office of community/university partnerships, a consistent message from institutional leadership, and promotion and tenure guidelines that reward Boyer's "scholarship of application." Rhodes College's mission of "translating academic study and personal concern into effective leadership and action in their communities and the world" was enacted with a new student-orientation program ("Memphis Connection"), a common theme in its news releases, a set of strategic imperatives, and student awards and honors for leadership.

This kind of alignment is critical if a significant change in mission is to be sustained and should be the goal of institutions that are in the early phases of community engagement. Such alignment can also serve as the object of self-assessments as more-advanced institutions mark their progress and identify areas for improvement in their commitment to community engagement.

Strong documentation of curricular engagement began with carefully crafted definitions and processes for identifying and tracking activities such as service learning or community-based learning. Those definitions and processes were indicators of the kind of ongoing and substantive discussion that innovations demand if they are going to be successful and endure. Examples of faculty scholarship were further evidence of the institutionalization of community engagement and of its being embedded in faculty roles and rewards, rather than being an "add-on" to faculty responsibilities.

For example, the University of St. Thomas in Minneapolis-St. Paul began its documentation with an extended definition of service learning and described how the scholarship of engagement was integrated into undergraduate as well as doc-

toral research. The university listed more than 60 examples of faculty scholarship related to curricular engagement, including refereed journal publications, book chapters, conference presentations, grants, and videos.

Community engagement in the area of outreach and partnerships took multiple forms—cooperative education and extension coursework, learning centers, institutional resource-sharing (libraries, technology, and cultural offerings), student volunteerism, and professional-development centers. Institutions with strong and long-term partnerships presented compelling evidence that their operation entailed collaborative and multi-faceted relationships among faculty, staff, students, and community partners.

Partnerships are complex and require new understanding and skills. The University of Alaska's innovative approach to partnerships illustrates those challenges. The university approaches partnerships with a model of "generating knowledge and practice" in the community through a process of collaborative "identification of problems and issues, gathering background data, grappling with meaning, establishing action or methodology to proceed, reflecting and analyzing the outcomes, and disseminating the results." Faculty-community scholarship with collaborative authorship and a focus on community issues and practices then emerges out of this work.

Challenges

The areas in which institutions struggled to provide documentation offer as much insight as do their areas of strength. Those struggles occurred in two areas: assessing the community's need for and perceptions of the institution's engagement and developing substantive roles for the community in creating the institution's plans for that engagement. One successful institution, Chandler-Gilbert Community College, gathered data about community perceptions with a comprehensive approach that included a survey of community representatives, presidential meetings with community leaders, feedback from a community advisory council, a program-review process that probed community satisfaction, and databases that consistently recorded community/college activities and assessment information. The college reported that information from all these sources was used for planning and decision-making.

But most institutions could only describe in vague generalities how they had achieved genuine reciprocity with their communities. Again, community involvement requires new understanding, new skills, and even a different way of conceptualizing community. There are generally significant barriers left over from both internal and external perceptions of the campus as an "ivory tower," and those barriers must be addressed for authentic community partnerships to develop.

Another challenge for institutions was the assessment of community engagement in general and of the specific categories of engagement in particular. Strategies ranged from the simple recording and tracking of engagement activities to the assessment of student learning, community benefits, and other outcomes. But only six institutions could be specific about institution-wide student-learning outcomes resulting from community engagement. One such institution, California State University, Monterey Bay, has a well-crafted set of learning outcomes related to community engagement that all students meet as part of their general-education requirements, as well as related civic-learning outcomes in each of the major programs of study.

A small minority of institutions maintain systems of institutional assessment, but most institutions rely on data from individual faculty projects, from course assessments, and occasionally from departmental reviews to evaluate their community-engagement approaches. Assessment in general has made less-than-satisfactory progress at most institutions, so it is not surprising that this indicator would be particularly challenging. But it is essential to conduct effective assessment to show that the extensive resources and time commitments required by community engagement are directed effectively, as well as to improve those engagement efforts.

A final challenge is the lack of significant support for faculty who are engaged in this work. Although all institutions reported some faculty-development support in the form of workshops, seminars, conference travel, and mini-grants, few documented that community engagement was a priority in their faculty recruitment and hiring practices. There were, however, exceptions: Rutgers University-Newark, for example, emphasizes professional work in its urban context—teaching and research focused on urban issues—in recruitment materials.

Even fewer institutions described changes in the recognition and reward system for promotion and tenure. Exceptions included Kent State University, with Boyer's scholarship of application recognized explicitly in its promotion and tenure guidelines, and Virginia Polytechnic Institute and State University's community-related scholarship examples, which include "outreach publications, presentations to community groups, and consulting."

In contrast, most institutions continue to place community engagement and its scholarship in the traditional category of service and require other forms of scholarship for promotion and tenure. Changes in long-standing traditions are not easily achieved, and the data from the newly classified institutions nudge us to accelerate efforts to this end.

All these areas of challenge offer insights to 2008 applicants for the new classification. They spotlight the work yet to be accomplished and call for increased attention to strategies for change.

Conclusion

The new elective classification for institutions that are engaged with their communities is an exciting move in Carnegie's extension and refinement of its classification of colleges and universities. The classification framework for community engagement has achieved its intention: to respect the diversity of institutional contexts and approaches to engagement, to encourage a reflective inquiry and self-assessment process that is practical and provides useful data, and to affirm good work while urging even better. The documentation process motivated institutions—even those with strong and deep commitments to community engagement—to develop and institutionalize their tracking and assessment systems and to engage with their communities in authentic reciprocal relationships. The national recognition accompanying the new classification thus has enhanced both the prominence and promise of community engagement in higher education.

ATTAINING Carnegie's COMMUNITY-ENGAGEMENT CLASSIFICATION

BY JAMES J. ZUICHES AND THE NC STATE COMMUNITY-ENGAGEMENT TASK FORCE

Now that the Carnegie Foundation for the Advancement of Teaching has designated a first round of institutions that meet its criteria for engagement with their communities, those of us at North Carolina State University involved with winning the classification for the institution offer our reflections on the process for other colleges and universities preparing similar applications. We learned a great deal about our own institution as we addressed the concepts and processes underpinning the documentation of engagement. More importantly, we discuss how we defined, interpreted, and responded to measures of institutional identity and engagement activities. We also offer lessons learned about the importance of logistics and discuss the benefits of this effort.

DOCUMENTATION REQUIRED

The Carnegie framework requires responses to two major sets of questions to document an institution's engagement with its community. The first, *Foundational Indicators*, required affirmative answers along with substantiating evidence. If the institution answered in the negative to a majority of questions about institutional culture and commitment, there was no reason to complete the rest of the documentation.

Foundational Indicators contained the "Institutional Identity and Culture" and "Institutional Commitment" sections of the framework. Documenting these areas stimulated intense reflection by the task force created to pursue the classification and subsequently helped reinforce several elements of our university's focus on community engagement.

We could respond that NC State's mission and vision statements did indeed include community engagement as a priority and that we recognized such engagement with campus-wide awards and celebrations. Our supporting evidence included quotes from publications and speeches by the chancellor, as well as information about budget allocations, fund-raising successes, and sponsored projects.

Our organizational structures also promote and support community engagement. In addition to the Office of Extension, Engagement and Economic Development (EE&ED), NC State has three organizations that facilitate such activities both on and off campus: 1) an Academy of Outstanding Faculty Engaged in Extension, which provides recognition for remarkable achievements; 2) a University Standing Committee on Extension and Engagement, consisting of faculty, staff, and students, which provides advice and counsel on all aspects of the EE&ED Office's programs; and 3) an Extension Operations Council, which includes leaders from all 10 colleges and about a dozen other units at NC State. The council aims to optimize communication among, and coordination and implementation of, EE&ED programs across the campus, including those in academic programs, student affairs, and research.

Not every question was so easily answered with a "yes," however. We debated how to respond to the question about whether we have mechanisms in place to assess the community's perceptions of our engagement. We said we did, and given our decentralized management structure, we substantiated our claim by listing seven examples of such assessment within different organizational units. But since we are decentralized, we could not answer "yes" to a later question: Do systematic campus-wide assessment or recording mechanisms exist to evaluate and/or track institutional engagement in community?

James J. Zuiches is North Carolina State University's vice chancellor for Extension, Engagement, and Economic Development. Task force co-authors include Ellis Cowling, James Clark, Patti Clayton, Karen Helm, Brent Henry, Ted Morris, Susan Moore, Susan Navey-Davis, Sharon Schulze, Courtney Thornton, and Alice Warren.

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Finally, we provided extensive detail in response to a crucial question: Do the institutional policies for promotion and tenure reward the scholarship of community engagement? Our policies that form the basis for reappointment, promotion, and tenure decisions at the departmental, college, and university levels do include a requirement for individual faculty and their departmental leaders to develop a "statement of mutual expectations" that identifies which of "six realms of faculty responsibility" each faculty member will emphasize.

Three of the six realms have special relevance to EE&ED activities: "extension and engagement with constituencies outside the university," "technological and managerial innovation," and "service in professional societies and service and engagement within the university itself." The other three realms may also contain community-engagement elements: "teaching and mentoring of undergraduate and graduate students," "discovery of knowledge through discipline-guided inquiry," and "creative artistry and literature." These policies create an environment in which the scholarship associated with extension and engagement can permeate faculty work. (For more information, see http://www.ncsu.edu/policies/employment/faculty/POL05.20.1.php.)

Once the foundational indicators were documented, NC State needed to demonstrate community engagement in two categories, "Curricular Engagement" and "Outreach and Partnerships." [Editor's note: see Amy Driscoll's article in this issue for a discussion of these categories.] Within them, however, the definition of "community" was left somewhat open-ended. What is this community with which we are engaged? Is it only "place-based" or regional, which seemed to be Carnegie's emphasis, or could it be more broadly defined?

We reviewed policy documents from the W. K. Kellogg Foundation, *Returning to our Roots: The Engaged Institution* (1999), and the American Association of State Colleges and Universities' *Tools and Insights for Universities Called to Regional Stewardship* (2006), plus the extensive literature on communities of practice, place, interest, and purpose. Because each of these sources identified the same key attributes of mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity, we decided to expand the definition of the term "community" to include "identifiable groups of individuals that share similar interests, concerns, and educational needs around a subject-matter area." This definition reflected the scope of our activities as a land-grant institution, including engagement with for-profit, non-profit, and government organizations, as well as with public-interest organizations and groups of students, teachers, and citizens.

We debated how to respond to the question about whether we have mechanisms in place to assess the community's perceptions of our engagement.

Collecting and combining this information into coherent and accurate responses to Carnegie's framework also required serious discussion. Did our information reflect what was actually happening and, although our numbers were not going to be audited by a third party, could we stand by them as if they were? After that discussion and a final check of all statistics, task-force members finally reached a consensus before we signed off on each section.

The Documentation Process

The Carnegie Foundation's application process required documentation that was, in Amy Driscoll's words, "extensive and substantive, focused on significant qualities, activities, and institutional provisions that ensure an institutional approach to community engagement." Our administration knew that Carnegie had conducted a nationwide pilot in 2004-05 of the new classification with 14 institutions, including two land-grant universities—Michigan State University and the University of Minnesota. We consulted with colleagues at these and other institutions even before our task force was formed. Then, after further consultation with various campus and stakeholder groups, the NC State Carnegie Community Engagement Task Force was appointed.

The chair of the task force had written numerous reports on the value of extension as a core land-grant university function and had led faculty efforts to revise the criteria for promotion and tenure to reward extension and engagement activities. Another member had led a humanities extension program that had been cited for taking the humanities to rural areas throughout the state. The director of the service-learning program brought to the task her knowledge of many other faculty- and student-engagement programs. The director of institutional research provided access to university databases. The Wake County Cooperative Extension director brought years of experience as a county extension leader in an urban county and access to information about rural counties. One member connected the task force to private sector and industry partners, another to natural-resource partners.

While the Colleges of Humanities and Social Sciences, Education, and Physical and Mathematical Sciences do not typically assign faculty formal extension responsibilities, each had faculty members who were leading such programs. By including those faculty members on the panel, we drew attention to the efforts at community engagement in these colleges. One task-force member was past chair of the Academy of Outstanding Faculty in Extension; another led Science House, which provides experiential learning for math and science high-school teachers across the state; and yet another represented NC State's non-credit and distance-education programs. The postdoctoral researcher on the task force

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focused on engagement between NC State and other higher-education institutions. In total, the members represented five of the university's 10 colleges and four major extension and engagement programs, as well as institutional research.

The task force's charge was twofold: first, to communicate the diversity and breadth of NC State's EE&ED programs to the Carnegie Foundation, and second, to contribute to the strategic-planning processes already under way throughout the university by inventorying its community-engagement activities. To do so in the time allotted, we held nearly a dozen weekly meetings and exchanged countless emails from June to Labor Day in 2006.

Timely completion of an internal review and approval by the task force, review by the chancellor, and electronic submission to meet Carnegie's September deadline required creativity by task force members. Summer vacations, illnesses, professional meetings, classes, and current duties often required call-in participation, as well as email review of texts and numbers. In mid-August, for example, three members of the task force, including the chairman, were on vacation at the Chautauqua Institution in upstate New York. But even there, they edited a draft of the entire report and communicated daily with the staff and task force members in North Carolina. Throughout the process, the postdoctoral researcher prompted the group to verify both statistics and text.

After submitting the documentation electronically to the Carnegie Foundation, we posted the complete report on our EE&ED Web site at http://www.ncsu.edu/extension/about/carnegie.php. We also shared the report with senior administrators, deans, and our three extension and engagement committees. A week after the submission to Carnegie, we held a task-force celebration/debriefing luncheon and recognized each member's contribution to this team effort on behalf of the university and North Carolina.

But the best reward came two months after our submission when NC State Chancellor James Oblinger received a letter from Carnegie informing him, "Your institution is one of our newly classified, community engaged colleges and universities. Your classification affirms the institutionalization of Community Engagement at North Carolina State University, and extends to both Curricular Engagement and Outreach and Partnerships."

Lessons Learned

Although Carnegie recognized many institutions that may have completed the process in many different ways, we offer seven recommendations to those pursuing the new classification:

1. Create a task force with representative, active, experienced members who have a history of working together successfully. Many of our participants had been involved with revising NC State's reappointment, promotion, and tenure guidelines. Several were (and still remain) active on the Extension Operations Council. Other members were able to gain access to hard-to-find data and information. All were committed to a shared vision, yet each could view our claims with a critical eye.

2. Schedule regular task-force meetings in a convenient place with each member present, in person or by phone, to create momentum and reinforce performance. We met in the equivalent of the proverbial "skunk works," an old metal building with limited air conditioning but with free and easy parking. We set and met assigned deadlines based on a spreadsheet keyed to Carnegie's documentation framework. Members divided into subgroups, each responsible for gathering specific data and drafting sections of the report, which were assembled for review at weekly meetings.

3. Reach out to leaders in units on campus where programs are conducted and records are kept—a vital prerequisite on a decentralized campus. Whenever possible, make the request in person. Describe your need or word the survey instrument you use in campus-vernacular terms instead of the language of the Carnegie framework. In no case did we send the entire framework in order to gather specific information.

4. Debate issues of inclusion, exclusion, or interpretation. In our process, any member could ask of the data or its interpretation, is it true? Can we stand behind it? Will non-task-force colleagues agree? For example, we debated whether the practicum

Members of the NC State Carnegie Community-Engagement Task Force

Ellis Cowling, Task Force Chair, University Distinguished Professor At-Large
James Clark, Former Director, Humanities Extension/Publications, Professor Emeritus, Department of English
Patti Clayton, Director, Center for Excellence in Curricular Engagement, Office of the Provost
Karen Helm, Director, University Planning and Analysis
Brent Henry, Wake County Extension Director, NC Cooperative Extension
Ted Morris, Director, Economic Development Partnerships
Susan Moore, Director, Forestry and Environmental Outreach Program, College of Natural Resources
Susan Navey-Davis, Senior Lecturer, Foreign Languages and Literatures, and Past Chair, Academy of Outstanding Faculty Engaged in Extension
Sharon Schulze, Associate Director, Science House, College of Physical and Mathematical Sciences
Courtney Thornton, Post-Doctoral Research Analyst, College of Education
Alice Warren, Director, Assessment, Marketing, Partnership and Program Development, Jane S. McKimmon Center for Extension and Continuing Education

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requirements of teacher education/certification programs should be defined as engagement and concluded that they should not. After we wrote a section, the department or program leader who had provided the original information reviewed it; when the task force reached agreement, we signed off on the section.

5. Check your numbers and assumptions. We grappled with the quality of our statistics. Reporting students' participation in service-learning (SL) courses is a case in point. The questions seem simple: "How many students participated in service learning or community-based learning courses in the most recent academic year? What percentage is that of all students?" But first, one must define "SL or community-based courses" and then determine the number and percentage of students taking such courses. Since we do not have a formal designation of such courses, we asked colleges for a list of the ones that academic deans or department heads felt incorporated service learning and other community-based learning. Then, based on student registrations, we calculated that 5,446 students had participated in such courses in the previous academic year. Had we assumed that no student took more than one course, we would have estimated that a quarter of undergraduates had taken such a course. But assuming instead that students register for more than one service-learning course and that they average three meant that 1,500 different students had participated—five percent of all students. We opted for the latter, more conservative approach and submitted an estimate of 1,500 students taking such courses.

6. Clarify expectations about documentation by directly consulting Carnegie. For example, we learned that we were limited to 20 examples of partnerships, even though we could have included many more. In selecting the 20, we tried to make sure each college was represented at least once—with the balance representing other key programs and partners, such as the Institute for Emerging Issues and Sea Grant. To recognize all the instances of community service we had discovered, we put both the official submission and a longer version on our EE&ED Web site after we submitted the electronic report to Carnegie.

7. Be flexible, and expect to revise the entries early and late in the process. The framework gradually filled up as the summer melted away. Yet revisions as a result of word limits and new information, which arrived from one unit on the day of our submission to Carnegie, meant careful attention had to be paid to details. This may require hiring or assigning someone to manage the entire process.

Benefits and Follow-Up Activities

Our self-assessment and intensive reflection worked well. We now have created a baseline for many of our institution's EE&ED programs; for example, we know the number of community-based or service-learning courses. But we also recognize that many opportunities for improvement remain. For instance, we do not know the actual percentage of students who take such community-based courses. We discovered after submission that we did not capture and honor all partnerships or programs, including some significant life-science and engineering engagement with teachers and students in elementary and high schools. Other partnerships with local agencies, community organizations, and civic groups now have been identified.

Some new programs are being created and others expanded. Our Extension Operations Council continues to discuss how to energize engagement in additional campus units, and more units are incorporating engagement into their thinking for centers and institutes. The provost's office has made a major new commitment to strengthen our service-learning program by creating a Center for Excellence in Curricular Engagement. We also identified some issues that need improvement, such as the systematic assessment of impacts, and we have appointed a task force to benchmark economic-development impacts.

Recognition and rewards are vital to a successful community-engagement effort. So as part of our follow-up, in January 2007 we held a symposium on rewarding people's extension and engagement efforts in promotion and tenure decisions; it involved more than 150 junior and senior faculty, department heads, deans, and administrators. We also recognized some new (as well as long-standing) partnerships during our annual awards ceremony.

To show a greater commitment to our home community, NC State has joined the Coalition of Urban Serving Universities and has held a series of networking luncheons to identify faculty working in Raleigh and Durham on urban health, neighborhood quality, and human-capital development. More than 60 faculty members from campus departments and in counties' Cooperative Extension offices—from units as diverse as social work, wildlife biology, and design—are partnering with appropriate community groups.

The need for more resources is clear. We have organized a grant-writing workshop to increase our success in winning funding for community-engagement and curricular-engagement programs. Over the past two years, externally sponsored public-service projects totaled $38 million and $35 million respectively. We will continue to monitor future efforts and success. Meanwhile, the state legislature gave us some additional one-time funds to increase support for extension, engagement, and economic-development programs.

Some statewide initiatives may reflect the fact that Carnegie named both NC State and the University of North Carolina at Chapel Hill as "engaged universities." In 2007 the University of North Carolina (UNC) Board of Governors established an Award for Excellence in Public Service "to recognize sustained, distinguished, and superb achievement in university public service and outreach, and contributions to improving the quality of life of the citizens of North Carolina." This new award complements the long-standing UNC awards for excellence in research and teaching. UNC also has initiated a major statewide effort to identify the challenges facing our state and "ways to meet these needs through programs and curricula, scholarship and research efforts and public service engagement."

Finally, pursuing this elective classification stimulated intense discussions across the campus about NC State's commitment to community engagement, and the process generated a new energy for greater investment by the colleges and units. When the Carnegie Foundation provides the next opportunity in 2008, we encourage campuses with a similar commitment to respond. We are convinced that it is worth the effort.

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THE CHRONICLE OF HIGHER EDUCATION

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http://chronicle.com/weekly/v52/i26/26a02501.htm

From the issue dated March 3, 2006

College Classifications Get an Overhaul

Officials hope new Carnegie system will attract the public and discourage rankings

By AUDREY WILLIAMS JUNE

The Carnegie Foundation for the Advancement of Teaching capped a multiple-year effort to overhaul the labels affixed to America's colleges and universities by releasing a new version of its basic classifications this week.

The extensively revised framework features changes that include subcategories for two-year colleges, a first in the classification's history; three subcategories of doctorate-granting institutions, up from two; and the discontinuation of the term "liberal arts" to describe mostly undergraduate colleges.

The restructuring was done because "the higher-education landscape has become increasingly complex and multifaceted," says Lee S. Shulman, president of the Stanford, Calif.-based foundation. The previous classifications, Carnegie officials say, did not reflect that.

The foundation's method of classifying colleges has undergone four previous revisions, but none as comprehensive as this one, which has drawn mixed reactions from institutions. Carnegie officials believe the extra categories, which will be easier to analyze with Web-based tools the foundation has created, could generate interest in the classification system outside academe. The system was developed in 1970 to help researchers group similar institutions.

"I think it is possible that it could be used by the general public," Mr. Shulman says.

The new version classifies 4,321 colleges and universities, up from 3,856 in 2000. An additional 60 institutions were not classified in the revision because their degree data were incomplete, or the institution was too new to have produced any graduates, and the classification for one institution is pending, says Alexander C. McCormick, who directs the foundation's classification project. (For the complete list of colleges, see http://www.carnegiefoundation.org/classifications)

New Names, New Categories

Perhaps the most significant changes in the classifications are in the college categories themselves. Nearly all of the subcategories have new names and have been expanded. In addition, the methodology behind some of the categories has changed.

For instance, universities that award doctoral degrees are once again grouped according to the amount of research activity that takes place on campus, a measurement that was dropped in the 2000 revision of the classifications. However, the two categories previously used — "Doctoral Extensive" and "Doctoral Intensive"have been divided into three. The three groups were determined using a complex plotting exercise where each institution's research activity was compared to a common reference point.

"Research Universities (very high research activity)" includes institutions such as Emory, North Carolina State, and the Johns Hopkins Universities, all formerly known as "Doctoral Extensive." Institutions such as San Diego State and Wake Forest University, both known as "Doctoral Intensive," are now "Research Universities (high research activity)." The third group of doctoral universities under the new basic classification is called "Doctoral/Research Universities" and mostly includes institutions that were formerly known as "Doctoral Intensive" or "Master's I."

Master's colleges and universities have been split into three subcategories — larger, medium, and smaller — that are based on the number of master's degrees awarded. Baccalaureate colleges are divided into "Arts and Sciences," "Diverse Fields," and "Associate's Colleges," and each of those categories contains most of the same institutions as the former "Liberal Arts," "General," and "Associate's Colleges."

Associate's Colleges gained a new prominence in the system because the foundation decided the classification should begin with the category that enrolls the most students and then continue in descending order. Two-year colleges enroll about 40 percent of the nation's college students. The group of two-year public, private, and for-profit institutions is broken up into 14 subcategories that include "Associate's-Public," "Rural-Serving Small," and "Associate's-Suburban-Serving Single Campus." The subcategories of "Specialized Institutions," now known as "Special Focus Institutions," have also been refined.

A 'More Flexible Tool'

The new basic classification follows the November release of five classification schemes that augment the former single-scheme system by also categorizing institutions according to undergraduate and graduate instructional programs, overall-enrollment and undergraduate-student profiles, and size and setting. And work continues on a set of elective classifications, such as community engagement and efforts to improve undergraduate education, in which institutions can volunteer to participate.

All of the new classification schemes help reveal the kind of information about an institution that tends to be of interest to students and parents who need to compare one institution with another.

"I think they have moved toward making this a more flexible tool," says Patrick M. Callan, president of the National Center for Public Policy and Higher Education, an independent research group based in San Jose, Calif. "Students and parents could use this for their own purposes."

But ultimately, Carnegie officials want the expanded method of categorizing institutions to make it more difficult for higher education to use the classifications as a ranking system or a measure of quality. Some, however, are doubtful that the trend can be reversed.

"I don't think we're going to be able to put this genie back in the bottle," Mr. Callan says. "It's not Carnegie's fault. Unfortunately, it's part of the academic culture."

When Carnegie released previews of all of its new classifications, officials heard from institutions that said some pieces of the expanded, multi-scheme system did not quite reflect their identity or mission.

The president of Gettysburg College, Katherine H. Will, says she is dismayed that her institution is "grouped with a whole bunch of schools that we have nothing in common with," such as Presbyterian, Eckerd, and Luther Colleges. The college's basic classification is "Baccalaureate-Arts and Sciences," but because 22 percent of its students are management majors, its undergraduate instructional program is described as Arts and Sciences plus professions, rather than just Arts and Sciences. "That is our mission, liberal arts, and to be out of that category ... we're going to take a really hard look at how many management majors we have," Ms. Will says.

Catholic University of America, formerly classified as "Doctoral Extensive," is listed under "Research Universities (high research activity)" in the new system. "We took a look at what they had done during the preview, and we're appropriately classified," said John J. Convey, Catholic's provost.

The hardest part of creating the new basic classification was determining what number of degrees awarded should serve as the cutoff point to separate various categories, Mr. McCormick says. For instance, 50 master's degrees awarded a year distinguishes a master's institution from a baccalaureate one. Some baccalaureate colleges award a number of degrees toward the high end of that cutoff point, while some master's institutions award a number of degrees toward the low end of their category's threshold — making both groups "resemble each other more than they resemble the 'typical' schools in their assigned category," Mr. McCormick says.

Mr. McCormick says the foundation realizes that "no classification can be perfectly neutral or objective, nor can it capture the full complexity of our diverse institutions." Updates will not be made annually, he says, but the plan is to revise the classifications before the next five-year mark.

Meanwhile, the classification changes will affect one of its most popular users in ways that are still unclear. *U.S. News & World Report,* which uses the classifications as a starting point for its annual college rankings, based its 2007 edition on the old basic classification system because the new one's release date did not allow the magazine to meet production deadlines, says Robert J. Morse, director of data research. The 2007 edition will be released in August.

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http://chronicle.com/weekly/v52/i26/26a02601.htm

From the issue dated March 3, 2006

Institutions in Research Categories, New and Old

Following are the definitions of the three new categories of doctorate-granting institutions, from the Carnegie Foundation for the Advancement of Teaching:

Institutions were included in these categories if they awarded at least 20 doctorates in 2003-4.* Institutions with lower levels of doctorate production can be identified using the Graduate Instructional Program classification.

The research index is based on the following correlates of research activity: research-and-development expenditures in science and engineering**; research-and-development expenditures in non-science-and-engineering fields; science-and-engineering research staff; and doctoral conferrals in humanities fields, social-science fields, science, technology, engineering, and mathematics fields, and professional fields. These data were statistically combined using principal-components analysis to create two indices of research activity. The first index was based on aggregate levels of these factors. The second index, of per-capita research activity, used the expenditure and staffing measures divided by the number of full-time faculty members whose primary responsibilities were identified as research, instruction, or a combination of instruction, research, and public service.

The values on each index were then used to locate each institution on a two-dimensional graph (scatterplot). Each institution's distance from a common reference point was calculated, and the results were used to assign institutions to three groups based on their distance from the reference point. Thus the aggregate and per-capita indices were considered equally, such that institutions that were very high on *either* index were assigned to the "very high" group, while institutions that were high on one (but very high on neither) were assigned to the "high" group.

Doctoral conferrals by field were based on Integrated Postsecondary Education Data System (Ipeds) Completions data for 2003-4. Faculty counts were from the Ipeds Employees by Assigned Position data for the fall of 2003. Research-and-development expenditures came from the National Science Foundation's "Survey of Research and Development Expenditures at Universities and Colleges" for the 2003 fiscal year. Research-staff data came from the NSF's "Survey of Graduate Students and Postdoctorates in Science and Engineering" for the fall of 2002.

Reporting of non-science-and-engineering expenditures was mandatory for the first time for the fiscal-2003 survey, but not all institutions reported those data. Of 277 institutions analyzed, 53 did not report non-science-and-engineering expenditures. For those institutions, we implemented a regression-based imputation scheme to fill in the missing data.

In some cases, the data on research-and-development expenditures were reported at a higher level of aggregation than is needed for classification purposes (that is, related institutions that are distinct entities for classification purposes were reported as single entities in the NSF data). In such cases, we used the allocation scheme developed at the University of Florida and used in its rankings of research universities (http://thecenter.ufl.edu/DataNotesIntroText.html).

* Doctoral-level degrees required to enter professional practice (J.D., M.D., Pharm.D., D.P.T., etc.) were not counted for the purpose of this criterion.

** "Science and engineering" is defined by the National Science Foundation to include the social sciences.

Previous category is shown in parentheses.

Research Universities
(very high research activity)
Research Universities
(high research activity)
Doctoral/Research Universities
Note: The institution's 2000 category is shown in parentheses after its name. The 2000 categories included here are:

- DR-Ext, Int: Doctoral/Research Universities Extensive and Intensive
- MA I: Master's Colleges and Universities I
- BA-LA: Baccalaureate Colleges-Liberal Arts
- AA: Associate's colleges
- Business: Schools of business and management
- Engr: Schools of engineering and technology
- Faith: Theological seminaries and other specialized faith-related institutions
- Other: Other specialized institutions

The classifications of Oregon State and Syracuse Universities, categorized as DR-Ext in 2000, are pending.

For more information, see the Carnegie Foundation's Web site at
http://www.carnegiefoundation.org/classifications/index.asp

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http://chronicle.com/weekly/v53/i19/19a02801.htm

From the issue dated January 12, 2007

Community Engagement Prompts New Carnegie Classification

By AUDREY WILLIAMS JUNE

A new classification created by the Carnegie Foundation for the Advancement of Teaching includes 76 colleges that count community engagement as part of their mission.

The community-engagement classification is an elective one that relies on data not typically collected by colleges and universities. Colleges were required to submit documentation of their community-engagement activities to the foundation. Nearly 90 institutions applied. Among those selected were California State University at Chico, Rockford College, Spelman College, Tufts University, and the University of Kentucky.

The classification "represents a significant affirmation of the importance of community engagement in the agenda of higher education," said the director of Carnegie's classification work, Alexander C. McCormick, in a written statement.

Although the foundation learned of colleges with strong commitments to community engagement, officials noticed some shortcomings. For instance, few institutions described promotion or tenure polices that rewarded scholars' work in community-engagement activities, said Amy Driscoll, who directed the pilot project, in a written statement.

Acknowledging the importance of community engagement also does not seem to be a priority in the search-and-hiring process, Carnegie officials say. In addition, colleges typically do a bad job of forging community partnerships.

The classification was developed as part of a multiyear effort to overhaul the way the foundation categorizes institutions of higher education. In November 2005, the foundation unveiled five new classifications that categorized institutions according to undergraduate and graduate instructional programs, overall enrollment, size and setting, and some characteristics of the undergraduate student body. Carnegie's basic classification system was revised in February 2006.

A complete listing of the institutions in the community-engagement classification is available on the foundation's Web site.

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April 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE - Proposed Revisions to Policies R710, Capital Facilities & R711, State Building Board Delegation of Capital Facilities Projects

Issue

Regent policies R710, *Capital Facilities,* and R711, *State Building Board Delegation of Capital Facilities Projects,* are being amended to reflect recent Utah Code updates and DFCM changes. Policy R710's changes increase defined capital developments as projects with total costs of $2.5 million or more. Previously, projects with costs of $1.5 million were considered capital development projects. It also increases construction limits from $250,000 to $500,000 on new facility construction costs.

Policy Implications

The changes update Regent policies to be in compliance with current State Code. Institutional trustees, by default, will review all projects that the Board of Regents no longer reviews as a result of the increased thresholds.

Commissioner's Recommendation

This is an information item only; no action is recommended.

David L. Buhler
Interim Commissioner of Higher Education

DLB/MHS/NGM
Attachments

R710, Capital Facilities

R710-1. Purpose

To clarify the role of the State Board of Regents, that of the institutional Boards of Trustees and of the institutional Presidents with respect to capital facilities.

R710-2 References

2.1. Utah Code §53B-6-101 (Master Plan for Higher Education - Studies and Evaluations)

2.2. Utah Code §53B-7-101 (Combined Requests for Appropriations)

2.3. Utah Code §53B-20-101 (Property Rights - Title and Control)

2.4. Utah Code Title 63A, Chapter 5 (State Building Board - Division of Facilities Construction and Management)

2.5. Policy and Procedures R711, State Building Board Delegation of Capital Facilities Projects

2.6. Policy and Procedures R720, Capital Facilities Master Planning

R710-3. Definitions

3.1. "Capital Development" -– Utah Code 63A-5-104(1)(a) defines a capital development as any:

- remodeling, site, or utility projects with a total cost of ~~$1,500,000~~ $2,500,000 or more;
- new facility with a construction cost of ~~$250,000~~ $500.000 or more; or,
- purchase of real property where an appropriation is requested to fund the purchase.

3.1.1."New Facility" means the construction of any new building on state property regardless of funding source, including

- an addition to an existing building; and
- the enclosure of space that was not previously fully enclosed.

"New facility" does not include:

- the replacement of state-owned space that is demolished, if the total construction cost of the replacement space is less than $1,500,000; or
- the construction of facilities that do not fully enclose a space.

3.2. "Capital Improvement" – Utah Code 63A-5-104(1)(b) defines a capital improvement as any:

- remodeling, alteration, replacement, or repair project with a total cost of less than ~~$1,500,000~~ $2,500,000;
- site and utility improvement with a total cost of less than ~~$1,500,000~~ $2,500,000; or
- new facility with a total construction cost of less than ~~$250,000~~ $500.000.

3.2.1. Submission of Capital Improvement Requests – Each year institutions shall submit to the Division of Facilities Construction and Management (DFCM) a prioritized list of projects for funding through the state capital improvement program. Requests for funding of Capital Improvement Projects shall be approved by institutional Boards of Trustees. Institutions may not include acquisition of equipment unless it is an integral component of a capital improvement. Normal maintenance of fixed capital assets (i.e., unplanned or discretionary) shall be

considered part of the annual operating budget. Normal maintenance excludes preventive and corrective maintenance of equipment scheduled by the Division of Facilities Construction and Management (DFCM), as well as planned or programmed maintenance of major structural components of a facility (i.e., roofs, parking lots).

3.3. "Capital Investment Plan" - Integrated scheduling of capital developments and improvements over a five-year planning period.

3.4. "Capital Facility" - Includes buildings and other physical structures such as utility lines, waste disposal systems, storage areas, drainage structures, parking lots, and landscape development.

R710-4 Policy

4.1. Statutory Authority - Title 53B outlines the broad responsibilities of the State Board of Regents in administering the facilities, grounds, buildings and equipment at institutions under its jurisdiction. These policies and procedures are issued under that authority to clarify the roles to be assigned to the institutional Presidents, the institutional Boards of Trustees and the State Board of Regents.

4.2. Purpose - The purpose of these policies is to develop and maintain a well-planned, harmonious and safe physical environment for student achievement and personal growth on each of the institutional campuses of the State System of Higher Education in accordance with the applicable provisions of Title 53B.

4.3. Effective and Efficient Use of Resources - The Utah System of Higher Education seeks to maximize the effective and efficient use of state resources. Institutions must demonstrate that requests for construction of new capital facilities or remodeling of existing facilities meet the standards of approved academic and facilities master plans. Such justification should consider the availability of state resources and include information relating to student enrollments, space utilization, structural obsolescence, operational inefficiencies, and operating budget constraints.

4.4. Remodeling - Remodeling of existing capital facilities for the purpose of effecting a change in functions will be undertaken only when the need for such a project is justified by and is consistent with the role assignment of the institution involved and in accord with previously approved goals and objectives set by the State Board of Regents. The term "remodeling" as used herein includes any alteration, modification, or improvement project other than routine maintenance or repair work, regardless of the source of funding.

4.5. The State Board of Regents Will:

4.5.1. Programmatic Planning - Require institutions to undertake comprehensive programmatic planning as part of comprehensive programmatic planning for the Utah System of Higher Education. This programmatic planning will inform the evaluation of any proposals for planning and construction of additional capital facilities.

4.5.2. Campus Facilities Master Plans - Require comprehensive campus facilities master plans to be completed and approved for each institution in correlation with programmatic planning. Each institution shall seek formal Regent approval of its campus master plan on a biennial basis.

4.5.3. Requests for Appropriated Funds - Review and approve all institutional requests for funds for capital facilities to be appropriated by the State Legislature through the State Building Board. Recommendations to the State Building Board, Governor, and Legislature shall be based upon the programmatic planning and facilities master plan requirements of the institutions. Each funding request must be accompanied by a detailed planning and budget guide.

4.5.4. Projects Requiring Approval - Review and approve all institutional requests for property acquisition, including consideration paid for options to acquire property that commit institutional funds in excess of ~~$25,000~~ $100,000. Review and approve all other institutional requests for planning and construction of facilities, or major remodeling of existing facilities, regardless of the source of funds to be used for such activity, where the proposed construction or remodeling is inconsistent with the role assignment of the institution involved, is not in accord with institutional goals and objectives previously approved by the State Board of Regents, will require a substantial change in the approved programmatic planning or facilities master plan, or where the construction, or remodeling is subject to legislative project approval.

4.5.5. Projects Funded from Non State Appropriated Funds - Review and approve institutional project requests for planning and construction of facilities, or remodeling of existing facilities, for which no appropriation of state funds or authority to incur bonded indebtedness is requested, as follows:

4.5.5.1. Funded from Student Fees, Contractual Debt, or Disposal or Exchange or Capital Assets - Proposals for projects funded in whole or in part from an adjustment in student fees, incurring of contractual debt, or the disposal or exchange of land or other capital assets shall be approved by the institutional Board of Trustees prior to submission to the Board of Regents.

4.5.5.2. Funded from Private Sources - Major construction or remodeling projects (defined as projects costing more than $1,000,000) funded through private sources or a combination of private sources and other non-state funds shall be approved by the institutional Board of Trustees. Upon trustee approval, the institutional President shall submit the project to the Commissioner for inclusion as an action item on an upcoming Board of Regents agenda.

4.5.6. Operating and Maintenance (O & M) Costs on Non-State Funded Projects - (a) An acquisition, construction or remodeling project funded from private sources, or from a combination of private sources and other non-state appropriated funds will be eligible for state appropriated O & M when the use of the building is primarily for approved academic and training purposes and associated support and is consistent with the programmatic planning and facilities master plan requirements of the institutions. Examples of such space include classrooms, class/labs, faculty and education and general administrative offices and related space, library and study space, open labs, education and general conference rooms, physical education space, and academic and approved training support space, i.e., admissions, records, counseling, student aid administration, campus security, computer center and telecommunication space, etc.. If an academic facility, funded in whole or in part by non-state funds, is built to a scale larger than Board approved programmatic or facilities planning requirements, the excess space may not qualify for state appropriated O & M funding. The Board will consider the eligibility of the institution to receive state O & M funding for such excess space on a case-by-case basis.
(b) In most cases, if the acquisition, construction or remodeling project is not primarily for approved academic and training purposes or associated support, it will not be eligible for state appropriated O & M funding. Examples of such space might include research space not generating student credits or the equivalent thereto, football stadia, softball, baseball, soccer fields, basketball arenas, self support auxiliary space, i.e., college bookstores, food service, student housing, recreational services, student organizations, private vendors and student health services spaces, etc.
(c) The Board, on a case by case basis, may determine that an acquisition, construction or remodeling project to be used primarily for purposes other than approved academic and training purposes and associated support should be eligible for state appropriated O & M funds in whole or in part. Each request for such Board consideration must be accompanied by a detailed statement showing how space types included in the facility will relate to important institutional activities such as instruction, research generating student credits, and service within the institution's role statement. Examples of such space might include museums, theaters, community outreach and research spaces administered by academic units that generate academic student credits or the equivalent thereto, etc.

4.5.6.1. O & M Funding Sources for Projects Not Eligible for State Appropriated O & M - In those cases where property acquisitions, construction, or remodeling projects are not eligible for state appropriated O & M funding, the institutional proposal must include arrangements as to how O & M as defined by the State Building Board will be covered. Institutions are to pursue O & M funding in the following sequence for such ineligible non-state funded facilities: first, separate non-state funding assured through private contracts or an O & M endowment established by a private donor; and second , an institutional O & M funding plan with additional revenue to support the new space to be credited to its O & M accounts.

4.5.6.2. Board Approval of O & M Funding Plan - The institutional O & M funding plan must be consistent with the provisions of 4.5.6 and 4.5.6.1 to receive Regents' acquisition, construction or remodeling project approval. Increased consideration for state appropriated O & M will be given to projects previously listed in the Utah State Building Board Five Year Building Program. Board approval of the acquisition of the facility shall include approval of a plan to fund the O & M costs, including the source of the funds and the projected amount needed. Further approval of such proposals, when legally required by the State Building Board and the Legislature, will follow their respective established procedures.

4.5.7. Leased Space - Review and approve institutional requests for plans to lease capital facilities space with state-appropriated funds for programs of instruction, research, or service when contracts for leasing such facilities: (1) exceed ~~$50,000~~ $100,000 per year; (2) commit the institution to space rentals for a ~~5-year~~ 10-year duration or beyond; or (3) lead to the establishment of regular state-supported daytime programs of instruction in leased space. An annual report of all space leased by the institutions, including space leased for off-campus continuing education programs and space leased in research parks, shall be compiled by the Commissioner's Office for review by the Board of Regents and forwarding to the State Building Board for possible inclusion its comprehensive 5-year building plan.

4.6. The Commissioner Is Authorized to:

4.6.1. Recommendations - Propose annual recommendations for capital facilities development and improvement projects based on approved capital facilities qualification and prioritization procedures for consideration by the Board in the preparation of its recommendations to the State Building Board, Governor and Legislature.

4.7. Institutional Boards of Trustees Are Authorized to:

4.7.1. Facilities Master Plans - Review and approve institutional campus facilities master plans before they are forwarded to the State Board of Regents.

4.7.2. Requests for Appropriated Funds - Review and approve for submission to the State Board of Regents all institutional requests for funds for capital developments and capital improvements to be appropriated by the State Legislature through the State Building Board.

4.7.3. Inconsistent Projects - Review and approve all other institutional proposals relating to planning or construction of capital facilities, or major remodeling of existing capital facilities that require State Building Board approval and/or legislative project approval, regardless of the source of funds to be used for such activity, except to the extent that responsibility has been delegated to the institutional President as specified below in section 4.8. These actions will be reported to the State Board of Regents monthly as a part of the institutional Board of Trustees minutes, and will include planning and budget reports in the form prescribed by the Commissioner or other appropriate description and justification.
Proposals for inconsistent projects must be forwarded to the State Board of Regents by the institutional President, together with the institutional Board of Trustees' recommendations, for review and action by the Regents if:

- construction or remodeling is contrary to or will require substantial change in the approved programmatic planning or facility master plans;
- is inconsistent with the role assignment of the institution involved; or,
- is not in accord with previously approved institutional goals or objectives.

4.7.6. Public Hearings - Conduct all required public hearings on any project, provided that adequate notice be given the State Board of Regents of any such required public hearings.

4.8. Institutional Presidents Are Authorized to:

4.8.1. Other Necessary Actions - Take all necessary actions relating to construction and remodeling activities that do not require State Building Board approval.

4.8.2. Routine Repair and Maintenance - Assume the responsibility for routine repair and maintenance of existing structures or facilities (i.e., painting, roof repair, plumbing and electrical repairs, etc.). Institutions must adhere to the State Building Board facility maintenance standards.

4.8.3. Change Orders - Assume the responsibility to approve and recommend to the DFCM any change orders on projects under construction, as long as funds are available and the change order is within the approved purpose of the project.

4.8.4. Accept Completed Facilities - Accept completed capital facilities from the DFCM.

(Approved September 16, 1975; amended February 16, 1982, June 24, 1988, December 14, 1990, June 18, 1993, September 24, 1993, December 11, 1998, June 4, 1999 and March 18, 2005.)

- Staff Recommendation
- Legislative Change 2007

R711, State Building Board Delegation of Capital Facilities Projects

R711-1. Purpose

To approve the delegation of State Building Board authority for the ~~teaching and~~ research universities to manage capital facilities projects authorized by the legislature for design and construction: ~~at the University of Utah, the projects so delegated to be determined by the respective staff workloads at the University of Utah and the Division of Facilities Construction and Management, and at Utah State University, projects delegated in amounts up to $2 million.~~ * ***See Section 3.9***

R711-2. References

2.1. Utah Code §63A-5-206 (Construction, Alteration, and Repair of State Facilities - Power of DFCM Director - Expenditure of Appropriations)

2.2. Utah Code §53B-20-101 (Property of Institutions to Vest in State Board of Regents)

2.3. Utah Code Title 58, Chapter 56 (The Uniform Building Standards Act)

2.4. Utah Code Title 56, Chapter 56 (Utah Procurement Code)

2.5. Policy and Procedures R710, Capital Facilities

R711-3. Policy

3.1. Reason for Consideration - The University of Utah and Utah State University have significant staffs relative to the number of DFCM personnel assigned to each institution. These institutions feel they are capable to service their own needs.

3.2. Reporting Line - In order to maintain a single line of responsibility and not create a new duplicative reporting structure between the various governing boards, reports of all delegated projects shall be made directly to the Building Board. The Building Board is the authority that has the current responsibility as per state statute. However, the same report shall be shared with the Board of Regents on a monthly basis.

3.3. Accountability - In order for the Building Board to have sufficient information to exercise its oversight responsibilities, each institution shall submit reports of adequate detail and content at the monthly Board meeting. The form and content shall be equivalent to the current Administration Report of the DFCM. In order for the information to be objectively evaluated a periodic independent audit may be necessary. Periodic comparative analysis of performance will be useful to all agencies and institutions involved.

3.4. Partnership - Where expertise exists at one entity and not at another, the entities should share personnel services in order to minimize the need to add staff to create that expertise. ~~For example, neither the University of Utah nor Utah State University have a Structural Engineer. The DFCM structural engineer can serve as plan checker and support for the institutions. Also, the ADA expertise of the DFCM can be shared with the institutions in document reviews. Landscape architects and cost estimators at the institutions could be made available to the state as needed on a partnership basis~~. An appropriate contract for dedicated time will need to be negotiated in order to appropriately share resources. ~~This will minimize the need of DFCM staffing to expand to service these areas and allow the universities to share DFCM expertise without adding any additional staff.~~ **** This language no longer applies.***

3.5. Building Official - The Uniform Building Standards Act, Title 58, Chapter 56, has certain building official and inspector requirements which must be met by compliance at the institutions or as shared with the state.

3.6. Space Standards - New, updated space standards that are commonly agreed to by all entities shall be universally applied to all programming, design and construction, in order to ensure quality, equity and balance in the state's overall building program.

3.7. Procurement of Services - The State Procurement Code (Utah Code Title 63, Chapter 56) shall be used to govern the acquisition of services for programming, design, and construction, in order to maintain uniform practices for the procurement of services. In addition, Building Board Standard Construction and Design Documents shall be used by each institution.

3.8. Extent of Delegation Authority - In order for the Building Board to have a single list of projects to recommend to the Governor and Legislature, the delegation authority shall begin only after the project has been programmed and the Legislature has authorized the Board to begin design and construction. The Building Board shall retain all planning and fiscal responsibility for projects until they are authorized for design and construction by the Legislature.

3.9. Recommended Dollar Amounts - The dollar amount authorized to each institution is:

University of Utah: ~~No dollar amount limit. Delegations to be determined by the respective staff workloads at the University of Utah and the Division of Facilities Construction and Management.~~ $10,000,000

Utah State University: ~~$2,000,000~~ $5,000,000

3.9.1. The differential is based on the typical number of projects, the total dollar value of projects, and the facilities personnel currently at each institution. Due to the impact that larger projects may have on operational budgets, it is appropriate for the Building Board to decide to keep some such projects under full Building Board control.

3.10. Design Criteria and Standards - In order to reduce or eliminate redundancy in requirements and to seek uniform quality standards statewide, the institutions' design standards shall be reviewed, analyzed and integrated into new updated Building Board standards. These shall be supplemented by special requirements unique to each of the universities, as required.

(Approved September 24, 1993, amended September 2, 1999.)

- DFCM Change

April 17, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Action: Consent Calendar, Finance, Facilities, and Accountability Committee

The Commissioner recommends that the Regents approve the following items on the Finance, Facilities, and Accountability Committee Consent Calendar:

A. University of Utah and Utah State University – Capital Facilities Delegation Reports (Attachment 1). In accordance with the capital facilities delegation policy adopted by the Regents and by the State Building Board, the attached reports are submitted to the Board for review. Officials from the institutions will be available to answer any questions that the Regents may have.

B. Utah State University – Purchase of Property Adjacent to Tooele Campus (Attachment 2). Utah State University seeks approval to acquire property adjoining the USU Tooele Regional Campus. The land is a small vacant parcel of approximately one acre located immediately west of the Campus. The value of the real estate is $26,150.71, which is supported by an independent appraisal obtained by USU. USU officials will be available to answer any questions.

C. Southern Utah University – Charter School Lease (Attachment 3). Southern Utah University has partnered with the Iron County School District in the development and hosting of the SUCCESS Academy. The Academy is a charter school designed to provide high school students with the opportunity to take part in an early college high school experience, conduct a curriculum for advanced and "gifted" students and focus on math and science training. Students who participate in this program may obtain their high school diploma and associate's degree simultaneously when they graduate from high school.

   The 2007 Legislature provided funding to the SUCCESS Academy for renovation of the physical space needed to advance Academy programs. At this juncture, the Academy and the University plan to enter into a Lease agreement that would house Academy activities in University facilities. The Academy will have access to the campus book store, switchboard, food service, and post office at a reimbursable rate; IT support, general custodial support, and utilities will be provided. The term of the Lease Agreement is ten (10) years with the option to renew on a year-to-year basis after that point. The SUCCESS Academy will occupy 8,000 square feet in the Multipurpose Building. Annual rent for the space is $40,578.96 and will remain at this amount for three (3) years, with various escalation clauses built in thereafter.

D. University of Utah – Purchase of Real Property (Attachment 4). University of Utah – Purchase of Real Property. University officials request approval to purchase real property in Salt Lake City for use as a data center. The property consists of a 72,285 sq. ft. building situated on 3.21 acres. The purchase price and source of funds will be identified in a summary sheet distributed at the Board meeting. This building was retrofitted several years ago for use as a data center, and seems ideal for this purpose. The facility will meet the University's needs for a significant period of time. In addition, it is anticipated that several other institutions and the system office will lease portions of the building to meet their future needs.

DLB/MHS/MV
Attachments

_____
David L. Buhler
Interim Commissioner of Higher Education

LEASE SPACE AGREEMENT

This Lease Space Agreement is made as of this 14th day of March, 2008 between **Southern Utah University**, hereinafter referred to as "Landlord" or "Lessor", and the Iron County School District doing business as "**SUCCESS Academy"** hereinafter referred to as "Tenant" or "Lessee".

In consideration of the rents and agreements set forth below, the Landlord leases to the Tenant the premises describes below upon the following terms and conditions:

Attachment(s) - Layout of Premises

ARTICLE 1

PREMISES

Landlord leases to Tenant and Tenant leases from Landlord certain classroom and lab space located on the campus of Southern Utah University, Cedar City, Iron County, State of Utah, otherwise known as premises.

ARTICLE 2

RENT

The monthly rental rate for the leased premises shall be $3,381.58 payable on the 1st of each month OR payable as a lump sum for the entire year. Rent will remain fixed for the first three (3) years of the term then the rent will increase annually thereinafter by the percentage increase in the Consumer Price Index (CPI) for the previous year or 5%, whichever is less.

(Escalation Clause) Due to uncertainties affecting Landlord's annual Operations and Maintenance (O&M) cost, including but not limited to heating and power, AND the cost of support for Information Technology (IT) requirements, an increase to the annual rental rate may be incorporated to compensate these additional costs. Tenant will be given sufficient notice prior to this action and any increase will be mutually acceptable.

ARTICLE 3

TERM

The term of this lease will be fixed for an initial period of TEN (10) years and commencing upon August 25, 2008. Upon completion of the term, the parties may review the provisions of this Agreement and renew/or renegotiate the Agreement. Thereinafter, the term may be extended on a year-to–year basis upon mutual agreement of both parties.

ARTICLE 4

USE OF PREMISES

Tenant will use the premises for the sole purpose of conducting its business: conducting high-school level classes and curriculum for advanced and "gifted" students, as approved by the Iron County School District and the Utah State Office of Education

Tenant will pay, as part of this agreement, all costs associated with any and all renovation efforts required by the Tenant to the premises prior to and after occupancy. This includes the addition of restroom facilities, adjustments to lab and storage area, and office spaces. Tenant will comply with construction requirements set by the State of Utah DFCM (Department of Facilities and Construction Management). Tenant may request Landlord to reimburse costs for those renovations deemed to be beneficial to the Landlord however reimbursement will be at Landlords sole discretion if renovations are not included within the University's Master Plan or if the Landlord would not consider doing renovations itself in its normal operations of the facility.

Tenant agrees that it will adhere to and abide by all applicable health, building, fire, and other codes as well as federal and state statutes, regulations, and guidelines as they pertain to the operation of the Tenant's business and service of Tenant's customers. Tenant also agrees to adhere to and abide by those provisions of the SOUTHERN UTAH UNIVERSITY POLICIES AND PROCEDURES as they pertain to issues of fairness, discrimination, and sexual harassment of university students, visitors, and invitees.

ARTICLE 5

SERVICES PROVIDED

Landlord will provide office and lab space (premises) including:

> Multipurpose Building – Rooms 201, 202, 202A, 205, 205A, 205B, 205C, 205D, 205E, 205F, 205G, 205H, 205I, 205J, 205K, 210, 210A, 211, 211A. Note – room numbers and designations may be altered due to renovations.

Tenant will have access to Landlord service providers; including but not limited to, Bookstore, Campus Switchboard, Food Service, and Post Office. All amounts for products and/or services will be charged to an Agency account of the Landlord and an itemized statement will be provided to the Tenant on a monthly basis. Tenant agrees to reimburse Landlord for these services on a monthly basis.

Landlord will provide electricity, phone service, heat, and general custodial services to the space occupied by the Tenant.

Landlord will provide computer networking services to allow Tenant access to the World Wide Web and necessary internal networking support, excluding, but not limited to, hardware equipment and support, consumable supplies, programming efforts, and training.

Any renovation such as relocation of doors, walls, or similar construction required by the Tenant, in addition to the initial renovation, must have prior approval from the Landlord and Tenant will be subject to all costs associated.

Other services not otherwise addressed may be available and an appropriate cost, if applicable, will be negotiated between the two parties.

ARTICLE 6

SIGNAGE

Tenant will comply with Landlord's requirements, limitations, and specifications for signage, understanding the Landlord's interest in uniformity among the campus. Tenant agrees to maintain any signs, lettering, or approved advertising in good condition and working order at all times. Exterior signs on University buildings, except as provided above, are not permitted.

ARTICLE 7

MAINTENANCE

Tenant will keep the premises, including partition walls, doors, fixtures, equipment, and components in good condition and will notify Landlord in a timely manner of any conditions requiring repair. Landlord will maintain the structural parts of the premises, plumbing, heating, air conditioning, electrical and sewage systems, unless damage to them is the result of Tenant's act or negligence, for which Tenant agrees to pay.

Landlord will not be liable to Tenant for any damages suffered because of an interruption or failure of utility, plumbing, or sewer service, and such interruption will not entitle Tenant to terminate this Lease unless the interruption or failure extends for longer than one (1) month. However, if such interruption prevents Tenant from operating its business for a period exceeding two (2) business days, Tenant may request a pro rata rent rebate for any period of non-operation extending beyond the two (2) business day period. Any rebate would be calculated by dividing the number of days during the month of non-operation, and multiplying the resulting daily rental value by the number of non-operational days, minus the first.

ARTICLE 8

MECHANIC'S OR OTHER LIEN

If a claim against Tenant results in the filing or attempt to file or obtain any mechanic's or other lien against the premises, Tenant will pay or discharge the lien within ten (10) days after notice by the lien holder or Landlord.

ARTICLE 9

SPACE RELOCATION

Tenant acknowledges that as Landlord's need for space changes, Tenant may be relocated to other space of similar size and quality. A minimum of ninety (90) days notice would be given to Tenant, if relocation were to occur.

ARTICLE 10

INSURANCE

Landlord, an institution of higher education of the State of Utah, is insured by the Utah Office of Risk Management.

Tenant must provide its own property and liability insurance coverage in the amount of at least ONE MILLION DOLLARS ($1,000,000.00) per incident with Landlord, SOUTHERN UTAH UNIVERSITY, named as an additional insured on all policies. Tenant must provide proof of such insurance prior to taking possession of the premises, or other commencement of this Lease, and must keep it in force throughout the term.

Tenant agrees to indemnify and hold Landlord harmless from any and all liability, claims, or losses related to the conduct of Tenant's business on the premises.

ARTICLE 11

EVENTS OF DEFAULTS: REMEDIES

The occurrence of any of the following events will be a default by the Tenant and allow Landlord to elect from any or all of the remedies listed below:

- Tenant fails to pay rent or any other sum due under this lease within fifteen (15) days after it becomes due.

- Tenant fails to perform on or keep any agreement or duty assumed by tenant under this lease within thirty (30) days after written notice of this failure is given to Tenant by Landlord.

- Tenant or its agent falsifies any information about, staff, or business schedule which may be requested by Landlord.

- Tenant or any other guarantor of this Lease becomes bankrupt or insolvent or any bankruptcy, receivership, or other debtor proceeding have been filed by or against Tenant or guarantor in any court pursuant to state or federal statute, or Tenant allows any interest created by this Lease to be taken under a writ of execution.

- Tenant abandons or attempts to abandon the Leased Premises, or sells or disposes of the inventory and fixtures or removes them from the premises so that there would not be enough of

Tenant's property remaining on the premises to allow Landlord to take it and sell it as a way of satisfying all rent due or which could accrue over a three (3) month period.

On the occurrence of one or more of the foregoing defaults, Landlord has the option to take any or all of the following actions, without further notice or demand of any kind to Tenant or any other person:

- Collect or enforce by suit or otherwise each installment of rent or other sum as it becomes due or any other term or provisions of this lease which Tenant is required to keep or perform.

- Terminate this Lease by written notice to Tenant. In the event of termination, tenant agrees to surrender the Leased Premises to Landlord within five (5) days as provided under Right to Cure (Article 13) without further action or proceeding, with the understanding that all rents owed at the date of notice are due and payable within thirty (30) days.

ARTICLE 12

RIGHT TO CURE

If Tenant believes that Landlord is in breach of any of Landlord's obligations under this lease, before Tenant takes any enforcement action, it must give Landlord written notice of this claimed breech or default. After this notice, Landlord will have no more than (30) days to cure the breach or default. If an occurrence, due to its nature, cannot be rectified within thirty (30) days, then a reasonable time will be diligently pursued by both parties necessary to cure the breach or default. The lease will not be terminated by either party during this time.

If Landlord believes that the Tenant is in breach or default on any of Tenant's obligations under this Lease, before Landlord takes any enforcement action, it must give Tenant written notice of this claimed breach or default. After this notice, Tenant will have no more than (30) days to cure the breach or default.

ARTICLE 13

ATTORNEY'S FEES

If it becomes necessary for either Landlord or the Tenant to hire an attorney to protect or enforce its rights in this lease, or to assist in negotiation or resolution of a dispute, including court action, the defaulting party agrees to pay the non-defaulting party's expenses of proceeding including that party's attorney fees.

ARTICLE 14

GOVERNING LAW

The laws of the state of Utah shall be enforced for this agreement.

ARTICLE 15

MISCELLANEOUS PROVISIONS

Landlord does not in any way or for any purpose, become a partner or joint venturer of Tenant in the conduct of its business as a result of this agreement. Failure of Landlord to insist upon the strict performance of any provision or to exercise any option under this lease shall not be construed as a waiver for the future exercise of any such provision or option.

The parties signing below on behalf of the Landlord and Tenant individually represent that they have the necessary authority to sign and bind that entity for which they sign. The signatures represent that those signing by and on behalf of the Lessor and Lessee, respectively, have been authorized by their respective Board of Trustees / Education to enter into the agreement and that those executing the document do so in their respective representative capacities.

Landlord: Southern Utah University

_____

By: _____

Its: _____

Tenant: SUCCESS Academy

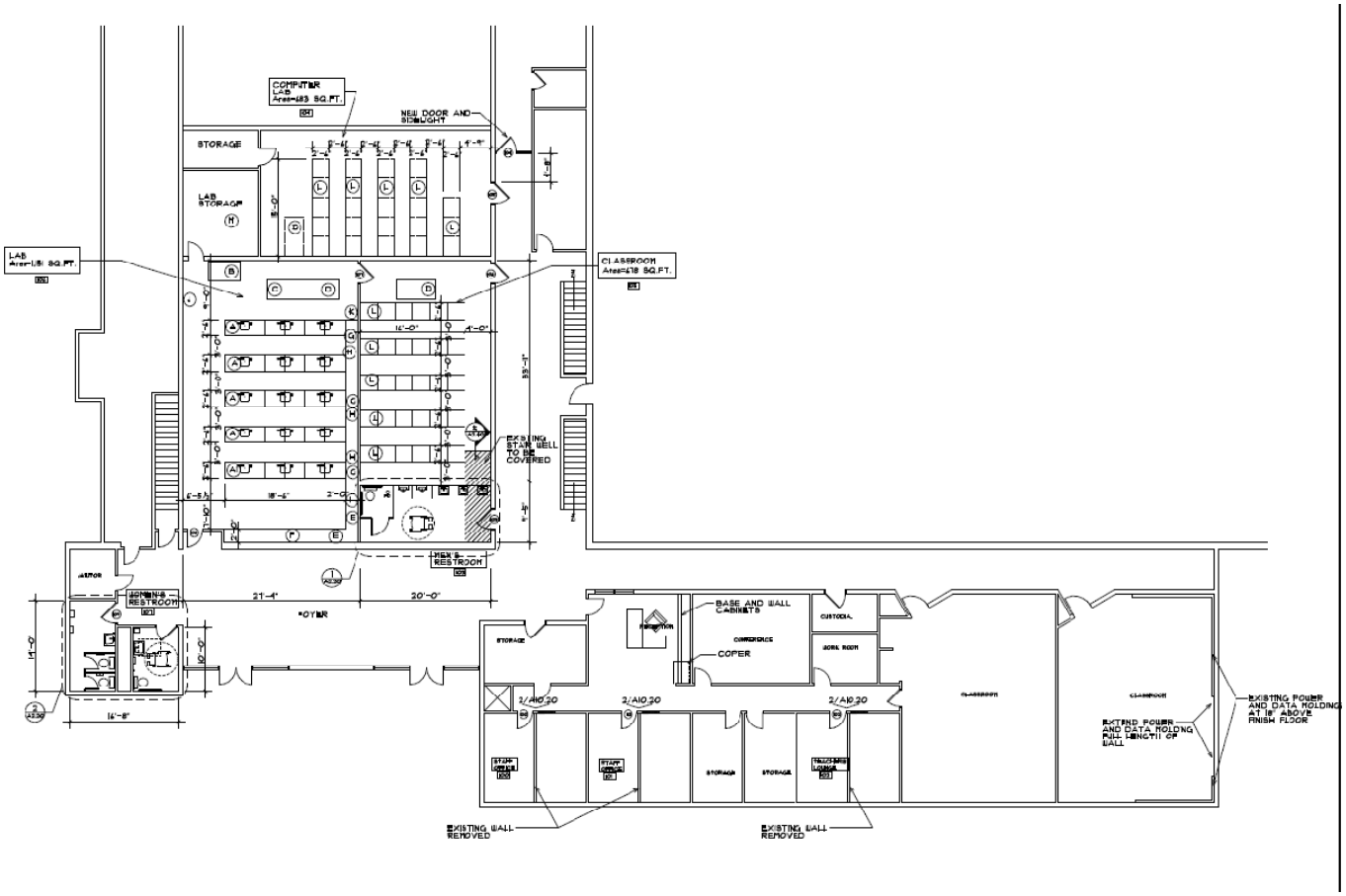
_____

By: _____

Its: _____

Attachment 1

Layout of Premises



A Request by the University of Utah to Purchase a Building to Be Used as a Data Center and for Storage

The University of Utah administrative, academic, research and health sciences computing departments are out of data-center space. University Hospital has need for additional storage space.

The Building
MCI constructed a 72,285 square foot data center on West Temple Street between 8th and 9th south, the old 3.21 acre site of the Coca Cola Bottling plant. The building is seismic zone 4, the highest rating for earthquake resistance. It is a bunker shell with no windows, 18 foot ceilings, 18 inch reinforced concrete walls and 8 inch reinforced concrete floors. It was evaluated by Smart Building Solutions to be structurally sound, with an excellent roof, no environmental or zoning issues, and a superb site for a data center. There is a way to provide excellent network connectivity with fiber the University would own and control. The Utah Education Network will help with this project and expense.

Location and Opportunities
It is in a prime area for collocation. Data center space is very tight in the Salt Lake Area. We have been approached by other institutions and agencies, including UHEAA, that would like to lease space and services in this building. The funding they would provide could help us cover the costs for building out the data center.

Rocky Mountain Power verifies that the stability and capacity for electrical service is better at this location than on campus. If we were to build a new data center on campus there may not be enough electricity available to power it adequately.

The facility is large enough to accommodate the future data center needs of the University and other components of USHE for many years to come. The north part of the building would be an excellent storage facility for University Hospital.

Costs
The owners are willing to sell the building to the University for $ 4.5 million or $ 62 a square foot, which is far less per square foot than we would pay to build a new facility on campus. We would have to phase into this facility as additional funding is available. The build out would entail the electrical infrastructure, air conditioning, office space, restrooms and, initially, 5,000 square feet of data-center space at a cost estimated to be approximately $5 million. Network connectivity for a full redundant metro fiber ring would cost an additional $1.4 million.

The University has identified the internal sources of funding needed to make the initial purchase of the building, and received Trustee approval to move ahead. We have been studying every aspect of this proposed purchase over the course of the past seven months, and planned to bring this request to the Regents at the May meeting. Another buyer emerged this week, necessitating the request for approval at the April meeting.

April 09, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – 2008-2009 Capital Improvement Funding

Issue

A key element of the USHE's effort to maintain existing facilities is the use of Capital Improvement funds (money dedicated to projects that cost less than $2.5 million and do not add new square footage). The USHE makes up approximately two-thirds of the total value of state facility assets and this year will receive 61% of the $76.3 million allocated for specific projects. (~~a~~An additional $6.4 million is allocated for "statewide programs".)~~.~~

Each state agency, college and university works with the state Division of Facilities Construction and Management (DFCM) to identify and prioritize needs. DFCM presents a recommendation to the Building Board. The attached document provides detail on all funded projects for all agencies as approved during the Building Board's April 9, 2008 meeting.

Commissioner's Recommendation

This is an information item only; no action is recommended.

_____
David L. Buhler
Interim Commissioner of Higher Education

DLB/MHS/NGM
Attachment

Utah State Building Board

Jon M. Huntsman, Jr.
Governor

4110 State Office Building
Salt Lake City, Utah 84114
Phone (801) 538-3018
Fax (801) 538-3267

MEMORANDUM

To: Utah State Building Board
From: David G. Buxton
Date: April 9, 2008
Subject: **Allocation of FY 2009 Capital Improvement Funds**

Recommendation

At the April Board meeting DFCM will distribute the recommendations for the allocation of the FY 2009 capital improvement funds. DFCM has reviewed each project requested by state agencies and institutions of higher education and determined the highest priority needs across the state. DFCM suggests that an opportunity be provided for agencies and institutions to comment on the proposed allocations. At the conclusion of the discussion, the Board should take action to approve the allocation of capital improvement funds.

Background

DFCM's recommendations for the allocation of capital improvement funds were developed under the process approved by the Board. The total cost of all requests received this year totaled over $190 million. Funding from the Legislature totaled $82.8 million. Narrowing the list of projects to identify the highest priority needs represents an enormous undertaking by DFCM staff. In developing its recommendations, DFCM placed the greatest priority on issues raised in facility condition assessments and on critical repairs to HVAC, structural, electrical, and infrastructure. Repairs and upgrades addressing life safety issues were given the highest priority.

At the Board meeting several documents will be distributed to help explain and support DFCM's recommendations:

(a) Summary of Replacement Costs of Facilities vs. Share of FY 2009 Capital Improvement Funding shows how the recommended funding is allocated among state agencies and institutions of higher education compared to the share of the facility replacement cost that each classification generates;

(b) Summary of Capital Improvement Funding FY 2005 – FY 2009 provides a five-year overview of the allocation of capital improvement funding to each agency and institution;

(c) FY 2009 Capital Improvement Projects shows DFCM's recommendations for this year's allocation of improvement funds. The amount in the request column reflects the original request for the project. The next column shows the amount recommended by DFCM for the project.

Division of Facilities Construction and Management

FY 2009

Summary of Replacement Costs of Facilities Versus Share of Capital Improvement Funding

Agency/Institution		FY 2009 Funding	Percent FY 2009 Funding	Percent Replacement Cost
Total Higher Education	$	46,267,300	61%	62%
Total State Agencies	$	30,103,600	39%	38%
Subtotal	$	76,370,900	100%	100%
Statewide Funding Issues	$	6,467,200		
Grand Total	$	82,838,100		

Summary of Capital Improvement Funding FY2005 - FY2009

Agency	FY2005	%	FY2006	%	FY2007	%	FY2008	%	FY2009	%	Total	%
Higher Education												
College of Eastern Utah	$ 1,075,800	3%	$ 1,743,900	3%	$ 1,024,600	2%	$ 974,300	1%	$ 986,200	1%	**$ 5,804,800**	2%
Dixie College	$ 1,242,000	3%	$ 1,427,800	3%	$ 1,290,100	2%	$ 1,779,600	3%	$ 2,500,000	3%	**$ 8,239,500**	3%
Salt Lake Community College	$ 1,770,200	4%	$ 2,460,600	5%	$ 3,588,900	6%	$ 3,848,000	6%	$ 3,701,600	5%	**$ 15,369,300**	5%
Snow College	$ 1,100,000	3%	$ 1,945,000	4%	$ 1,847,500	3%	$ 1,793,300	3%	$ 1,682,000	2%	**$ 8,367,800**	3%
Southern Utah University	$ 2,757,500	7%	$ 1,857,800	4%	$ 2,525,100	4%	$ 2,510,400	4%	$ 2,426,500	3%	**$ 12,077,300**	4%
University of Utah	$ 6,959,800	17%	$ 9,406,000	18%	$ 11,638,800	19%	$ 13,035,400	19%	$ 16,678,800	22%	**$ 57,718,800**	19%
Utah State University	$ 4,146,000	10%	$ 5,265,000	10%	$ 6,432,800	11%	$ 7,328,500	11%	$ 8,405,000	11%	**$ 31,577,300**	11%
Utah Valley State College	$ 2,151,000	5%	$ 2,787,600	5%	$ 2,682,800	4%	$ 3,279,000	5%	$ 2,931,300	4%	**$ 13,831,700**	5%
Weber State University	$ 2,487,800	6%	$ 3,394,200	7%	$ 3,795,700	6%	$ 4,152,800	6%	$ 4,248,800	6%	**$ 18,079,300**	6%
UCAT	$ 883,700	2%	$ 1,254,500	2%	$ 1,841,200	3%	$ 2,051,800	3%	$ 2,707,100	4%	**$ 8,738,300**	3%
Total Higher Education	**$ 24,573,800**	**61%**	**$ 31,542,400**	**61%**	**$ 36,667,500**	**61%**	**$ 40,753,100**	**60%**	**$ 46,267,300**	**61%**	$ 179,804,100	**61%**
State Agencies												
Agriculture	$ 148,300	0%	$ 450,000	1%	$ 146,600	0%	$ -	0%	$ 76,000	0%	**$ 820,900**	0%
Alcoholic Beverage Control	$ 89,100	0%	$ 434,400	1%	$ 383,600	1%	$ 346,100	1%	$ 304,800	0%	**$ 1,558,000**	1%
Capitol Preservation Board	$ 806,700	2%	$ 1,472,300	3%	$ 1,538,500	3%	$ 1,694,500	3%	$ 1,753,700	2%	**$ 7,265,700**	2%
Community & Economic Dvlp.	$ 30,000	0%	$ 125,000	0%	$ 485,600	1%	$ 250,000	0%	$ 402,000	1%	**$ 1,292,600**	0%
Corrections	$ 2,606,600	6%	$ 3,693,723	7%	$ 3,327,900	5%	$ 4,041,800	6%	$ 4,153,300	5%	**$ 17,823,323**	6%
Courts	$ 1,439,500	4%	$ 1,875,200	4%	$ 2,120,000	3%	$ 2,093,900	3%	$ 3,016,700	4%	**$ 10,545,300**	4%
DFCM	$ 2,147,600	5%	$ 1,990,400	4%	$ 3,111,500	5%	$ 4,510,100	7%	$ 3,462,600	5%	**$ 15,222,200**	5%
Environmental Quality	$ -	0%	$ 313,600	1%	$ 318,000	1%	$ -	0%	$ 128,600	0%	**$ 760,200**	0%
Fairpark	$ 253,600	1%	$ 304,000	1%	$ 515,200	1%	$ 607,400	1%	$ 503,700	1%	**$ 2,183,900**	1%
Health	$ 724,000	2%	$ 466,300	1%	$ 743,800	1%	$ 250,100	0%	$ 800,400	1%	**$ 2,984,600**	1%
Human Services	$ 2,143,900	5%	$ 2,600,800	5%	$ 3,050,000	5%	$ 3,067,200	5%	$ 3,794,200	5%	**$ 14,656,100**	5%
National Guard	$ 583,100	1%	$ 1,060,500	2%	$ 1,503,800	2%	$ 1,254,000	2%	$ 2,996,900	4%	**$ 7,398,300**	2%
Natural Resources	$ 2,637,300	6%	$ 3,210,400	6%	$ 3,415,000	6%	$ 4,493,300	7%	$ 4,781,900	6%	**$ 18,537,900**	6%
Public Ed/Rehab/Deaf & Blind	$ 99,300	0%	$ 87,700	0%	$ 188,400	0%	$ 600,000	1%	$ 574,300	1%	**$ 1,549,700**	1%
Public Safety	$ 321,000	1%	$ 382,500	1%	$ 119,500	0%	$ 667,400	1%	$ 312,000	0%	**$ 1,802,400**	1%
Tax Commission	$ 51,000	0%	$ 86,000	0%	$ 199,200	0%	$ 126,500	0%	$ 260,000	0%	**$ 722,700**	0%
Transportation	$ 1,183,600	3%	$ 1,072,000	2%	$ 1,855,800	3%	$ 1,760,400	3%	$ 1,937,300	3%	**$ 7,809,100**	3%
Veterans Affairs							$ 236,374	0%	$ 207,700	0%	**$ 444,074**	0%
Workforces Services	$ 774,200	2%	$ 545,900	1%	$ 909,900	2%	$ 660,400	1%	$ 637,500	1%	**$ 3,527,900**	1%
Total State Agencies	**$ 16,038,800**	**39%**	**$ 20,170,723**	39%	**$ 23,932,300**	**39%**	**$ 26,659,474**	**40%**	**$ 30,103,600**	**39%**	$ 116,904,897	**39%**
Subtotal	**$ 40,612,600**	**100%**	**$ 51,713,123**	**100%**	**$ 60,599,800**	**100%**	**$ 67,412,574**	**100%**	**$ 76,370,900**	**100%**	$ 296,708,997	**100%**
Statewide Funding	$ 3,444,300		$ 4,448,477		$ 4,993,500		$ 5,647,326		$ 6,467,200		**$ 25,000,803**	
Grand Total	**$ 44,056,900**		**$ 56,161,600**		**$ 65,593,300**		**$ 73,059,900**		**$ 82,838,100**		$ 321,709,800	

FY 2009 Capital Improvements

Approved by Utah State Building Board

April 9, 2008

Agency/Institution		DFCM Recommendation
College of Eastern Utah		
Price Campus: BDAC---HVAC Upgrade	$	297,500
Price Campus: Compressor Replacement	$	15,000
Price Campus: Campus Buildings Exterior Door Computer Lock System	$	150,300
Price Campus: Career Center Building Plant Adaptation and Code Compliance	$	178,400
Roofing: Price Campus Library Roof Replacement	$	150,000
Roofing: Price Campus Arts and Events Center	$	130,000
Roofing: Price Campus: Industrial Park Roof Replacement	$	65,000
Total	**$**	**986,200**
Dixie State College		
Jennings Health and Technology Bldg: Remodel & Code Upgrades	**$**	**2,500,000**
Salt Lake Community College		
Redwood Campus: Complete Piping and Utility Runs in New Utility Tunnel	$	870,900
Miller Campus: Emergency Generator For Buildings 5-8	$	150,100
Redwood Campus: Child Development Building---Glass Replacement	$	11,600
South City Campus: Upgrade Fire Alarm System	$	157,400
Redwood Campus: ATC Elevator and Construction Trades Bldg. Freight Elevator	$	212,600
Redwood Campus: Business Building---Upgrade Fire Alarm System	$	48,400
Redwood Campus: Campus wide Metisys Control Upgrade	$	425,100
Redwood Campus: Upgrade VFDs for Pumps 34 & 35	$	33,800
Redwood Campus: Replace Fountain	$	180,000
South City Campus: Replace Air Units for Swimming Pool	$	350,000
South City Campus: Window Replacement	$	700,000
Redwood Campus: Student Center Steam Control Valves	$	145,000
Roofing: Admin Building	$	237,700
Roofing: South City Main Building	$	83,200
Paving: Redwood Campus Lot A, B, J, & K Slurry Seal & Repairs	$	95,800
Total	**$**	**3,701,600**

Agency/Institution		DFCM Recommendation
Snow College		
Ephraim Campus: Fire Alarm System Upgrade Phase II	$	1,323,000
Richfield Campus: Carpet in the Administrative Building	$	59,000
Paving: Snow South: Parking Lot Expansion	$	300,000
Total	**$**	**1,682,000**
Southern Utah University		
Randall Jones Theater: Theatrical Lighting and Dimming System	$	332,700
Gravel Parking Lot Paving (DFCM Reimbursement)	$	53,400
Campus Master Plan (DFCM Reimbursement)	$	52,100
Engineering and Technology: Air Handler Replacement	$	317,200
Heat Plant: Catwalk System Upgrade and Steam Tunnel Emergency Lighting	$	119,200
Steam Tunnel Ventilation	$	222,300
Multipurpose Building: Acoustical Tile Upgrades	$	53,600
General Classroom Building: Classroom Upgrades	$	178,700
Heat Plant: Condensate Tank Relocation	$	223,900
Facilities Management Building	$	475,000
Hunter Conference Center: Carpet Replacement	$	108,000
Centrum Arena Door Replacement	$	119,200
Roofing: Auditorium	$	30,000
Roofing: Multi Purpose Building	$	30,000
Paving: Asphalt Parking Lot Seal/Slurry Coating	$	111,200
Total	**$**	**2,426,500**
University of Utah		
Electrical Distribution System Improvements	$	2,500,000
Merrill Engineering MicroFab Lab Improvements	$	300,000
Park Building Envelope Structural Upgrade	$	2,485,000
MREB & Wintrobe Fume Hood Upgrade & Make Up Air	$	2,500,000
HTW Lines Replacement - Health Sciences Area	$	2,224,700
Park Building Window Repairs and Replacements	$	1,224,000
Campus Wide - Hazardous Materials Abatement	$	50,000
HPEB Emergency Generator Replacement	$	238,000
Park Bldg. - Replace fire alarm system & install sprinkler system	$	1,100,000
Seismic Study - Assess 5 most Seismically Challenged Buildings on Campus	$	150,000
Price Museum of Fine Art - Window Replacement	$	200,000
Eyring Chemistry HVAC System Upgrades - *Study Only*	$	50,000
Campus Utility Metering System Upgrade	$	100,000
Conversion to drought tolerant landscaping	$	200,000
Miscellaneous, Critical Improvements	$	526,000
Landscape Irrigation Control System - Flow Sensors	$	274,000
Fine Arts Building (036) Code Improvements	$	292,000
Life Sciences Building: Upgrade fume hoods - Design Only	$	30,000

Agency/Institution		DFCM Recommendation
University of Utah - Continued		
Student Services Building - Chiller Replacement	$	351,500
Emergency Generator Study	$	100,000
Fletcher Building - Fume Hood Upgrade	$	126,600
Physics Building - Repair Water Damage to Structure	$	116,000
Health Science Library - Fire Alarm System & Install Sprinkler System - *Design*	$	200,000
Roofing: Eccles Institute of Human Genetics	$	595,000
Roofing: Buildings and Grounds Building	$	105,200
Roofing: Biology Building #084	$	145,000
Paving: Med Drive south Above #540 (Jones)	$	67,000
Paving: Red Butte Public Road Resurface	$	30,000
Paving: Central Camp drive north end	$	292,000
Paving: Union Dock Road	$	93,800
Paving: Regulated Waste Asphalt areas	$	13,000
Total	**$**	**16,678,800**
Utah State University		
Planning & Design Fund	$	100,000
Campus-wide Health, Life Safety, and Code Compliance Projects	$	200,000
Campus-wide Sidewalk Replacements	$	350,000
Business Cladding	$	450,000
Water Lab Fire Lane Access & Bridges	$	950,000
Campus-wide Paving and Roofing Projects	$	700,000
Water Lab Fume Hood Upgrade	$	1,500,000
Spectrum Outside Air Intake Dampers	$	100,000
Tippets Gallery at Fine Arts Center, Phase II	$	700,000
New DDC Controls for VAV Boxes	$	120,000
CPD - Fire Alarm	$	150,000
Business Bldg Main Floor Classrooms	$	500,000
Pump House and Equipment	$	600,000
Steam Line Replacement to NFS	$	1,000,000
NR Siding	$	100,000
Campus-wide Benches, Trash Receptacles, Urns	$	125,000
Emergency Generators Phase I	$	50,000
Redo Walks Between Eccles Conf. Center and Business	$	200,000
Miscellaneous, Critical Improvements	$	200,000
Roofing: Education	$	180,000
Roofing: Sculpture Lab	$	26,000
Roofing: University Reserve	$	40,000
Roofing: Campus Planning	$	42,000
Roofing: Geology	$	22,000
Total	**$**	**8,405,000**

Agency/Institution		DFCM Recommendation
Utah Valley University		
Tartan Surface Repair PE Building	$	170,000
Campus Exterior Lighting	$	125,000
ADA Code Compliance	$	36,300
Repair of Gunther Trades 5th Level HVAC Phase I	$	1,200,000
Repair of Losee Resource Center Remodel	$	1,400,000
Total	**$**	**2,931,300**
Weber State University		
Heating Plant: Boiler Replacement	$	1,186,300
Roofing: Heating Plant Roof Replacement	$	93,900
Ogden Campus Master Planning	$	60,000
Cooling Tower Repairs & Upgrades	$	172,800
North-East Campus Fire Protection Upgrade Study	$	20,200
Shop Compressed Air System Upgrades-Tech. Ed and Science Lab Buildings	$	231,500
Browning Center Galvanized Pipe Replacement Study	$	17,200
Nasfel Plaza Concrete Replacement	$	530,700
McKay Education Building Site Drainage Improvements	$	48,700
Domestic Hot Water Storage & Heat Exchanger Replacement	$	243,500
Visual Arts Building Storm Drain Repairs	$	177,300
Central Campus Irrigation System Upgrade	$	379,500
Roofing: Stadium Roof Leak Repair	$	136,300
Roofing: Administration Building Re-roofing	$	222,500
Paving: Parking Lot A-2 Expansion & Reconfiguration	$	385,500
Paving: Campus Entry Road Modifications (Managed by UDOT)	$	342,900
Total	**$**	**4,248,800**
UCAT		
Bridgerland ATC: Paving Main Campus North Lot	$	450,000
Davis ATC: Campus Security Upgrade	$	212,500
Davis ATC: Cosmetology Expansion & Remodel	$	262,600
Ogden/Weber ATC: Chiller Replacement	$	119,000
Ogden/Weber ATC: Cosmetology Fire Alarm Upgrades	$	119,000
Ogden/Weber ATC: Childrens South Electrical Upgrades	$	244,000
Uintah Basin ATC: Vernal Campus Paving Upgrades	$	750,000
Uintah Basin ATC: Roosevelt Campus Culinary Arts Classroom Remodel	$	550,000
Total	**$**	**2,707,100**
Agriculture		
Remove Gas Line From Egress Stair Install Seismic Shutoff Valve	$	40,000
Repair Boiler Drainage Problems	$	36,000
Total	**$**	**76,000**

Agency/Institution		DFCM Recommendation
Alcoholic Beverage Control		
Paving: Main Warehouse Concrete Paving Improvements	$	116,200
Store 20: Door Repairs and Replacements	$	30,500
Store 11 (Magna): Dumpster Enclosure/Repair Dock Concrete/Add Awning	$	75,000
Roofing: Store #27 (MOAB): Replace Roof	$	83,100
Total	**$**	**304,800**
Capitol Preservation Board		
Travel Council: Pressure Wash and Seal Sandstone	$	61,700
State Office Building: Tunnel Repair/Replace Tunnel Lid	$	900,000
White Chapel: Replace Exterior Front Window with Historic Glass/Front Doors	$	72,000
Capitol Hill Upgrades and Improvements	$	240,000
DUP Museum: Concrete Replacement/Steps/Handicap Ramp/Hand Rails	$	108,000
Travel Council: Install Exterior Lighting	$	96,000
State Office Building: Snowmelt System	$	36,000
State Office Building: Replacement Cement East of the Auditorium	$	240,000
Total	**$**	**1,753,700**
Community and Culture		
Fine Arts Bldg (Glen Dinning): Exterior Wood Rrim/Sidewalks/Irrigation System	$	337,000
Roofing: Fine Arts Bldg (Glen Dinning): Roof Replacement	$	65,000
Total	**$**	**402,000**
Corrections		
Draper: Lone Peak Security Controls	$	1,482,300
Draper: Lone Peak Security System	$	970,300
Draper: Lone Peak Security Gravel Roads	$	408,300
Draper: Security Door Improvements$61,952	$	81,000
Orange Street CCC: Support Building Upgrades $48,688	$	61,000
Draper: Fire System Replacements$192,000	$	236,000
CUCF: Mechanical Upgrades	$	309,500
Draper: Admin/Maintenance Bldg HVAC System	$	150,000
Roofing: Oquirrh #1 & #2	$	50,000
Paving: CUCF Road and Drainage Improvements	$	404,900
Total	**$**	**4,153,300**
Courts		
Statewide: Security Improvements and Upgrades	$	714,600
Farmington Courts: Courtroom lighting and Controls Replacement.	$	77,300
Provo District Court: ADA Accessible Courtroom	$	390,000
Matheson Courthouse: ADA Ramp Replacement and Parking Entrance Wall	$	141,900
Davis Farmington Courts: Add Relief Air Equipment	$	203,200
Provo District Courts: Replace Boiler and Chiller	$	174,100

Agency/Institution		DFCM Recommendation
Courts - Continued		
Matheson Courthouse: Jury Box Modifications	$	450,700
Layton Court: HVAC System Improvements	$	427,000
Matheson Courthouse: Repair Concrete Settling Replace Interior Tile	$	90,000
Vernal 8th District Courthouse: Carpet Replacement and OSHA Hazard	$	232,900
Paving: Provo Juvenile Courts: Seal/Pave Parking Lot and Landscaping	$	115,000
Total	**$**	**3,016,700**
DFCM		
1385 So. State DHS/DWS Bldg Boiler Replacement	$	200,000
Governors Mansion: Carriage House Roof/Seismic Upgrades/Stone Rehabilitation	$	2,000,000
Provo Regional Center: Corridor Wall Finish Upgrades	$	242,900
Cedar City Regional: Replace Carpet	$	78,000
Provo Regional Center: Carpet Replacement/Replace Failed Step Treads	$	506,000
Paving: Moab Regional Ct. - Landscape and Parking Improvements and Sealing	$	85,700
Highland Drive Office Building Renovation	$	350,000
Total	**$**	**3,462,600**
Environmental Quality		
Building #2: Replace Fiber Board Duct Work	**$**	**128,600**
FairPark		
Conference Center: Remodel	$	349,900
Promontory Building: Display Cases	$	69,800
FairPark: Design New Storm Drainage and Sewer System	$	84,000
Total	**$**	**503,700**
Health		
Cannon Building: Repair Chilled Water Piping	$	150,700
Medical Examiner: Electrical/Lighting/Emergency Power/Emergency Generator	$	270,500
Cannon Building: Replace Emergency Generator	$	379,200
Total	**$**	**800,400**
Human Services		
Moab Regional Center HVAC Duct Work	$	160,500
USH: MS Building HVAC Improvements	$	178,000
USDC: Boiler Replacement and Building Repairs	$	2,500,000
USH: Swimming Pool Repairs	$	115,000
Roofing: Developmental Center Auditorium	$	250,000
Roofing: State Hospital - Youth Center	$	70,000
Paving: USH: Paving Center Street	$	270,700
Paving: DJJS: Southwest Youth Center---Parking Lot Paving	$	250,000
Total	**$**	**3,794,200**

Agency/Institution		DFCM Recommendation
National Guard		
Statewide Armory Upgrades	$	1,000,000
Fort Douglas Museum: HVAC Upgrade	$	636,700
Price Armory Bathroom Upgrades & Manti Armory Plumbing	$	898,200
Logan Armory: Boiler Replacement	$	202,500
Paving: Tooele Armory Southeast Parking Lot	$	150,000
Paving: Draper Headquarters Slurry Seal South Parking Lot	$	109,500
Total	**$**	**2,996,900**
Natural Resources		
Administration Building: HVAC System Renovation	$	2,500,000
Paving: Administration Building: Re-seal Parking Area	$	249,500
Parks: BOR Match Starvation State Park	$	1,000,000
Parks: Vernal Fieldhouse Floor Replacement	$	178,300
Parks: Wallsburg Culinary Water Well Improvements	$	95,000
DWR: Whiterocks Fish Hatchery---Demolish and Reconstruct Two Residences	$	639,100
DWR: Egan Fish Hatchery---Raceway Repairs	$	120,000
Total	**$**	**4,781,900**
Office of Education		
State Library: Replace Industrial Dust Collector	$	64,500
Office of Education: Electrical Upgrade Including Generator Upgrade	$	405,500
Paving: Board of Education Main Parking Paving Improvements	$	104,300
Total	**$**	**574,300**
Public Safety		
Richfield DTS Building: Remodel For Highway Patrol Dispatch	**$**	**312,000**
Tax Commission		
Paving: Southvalley DMV Parking Lot Expansion	$	232,000
Exterior Stucco Repair and Pressure Washing	$	28,000
Total	**$**	**260,000**
UDOT		
Parleys Canyon Maintenance Station: Demolish & Replace Existing Station	$	1,103,400
Maintenance Testing Facility: Replace Co-Ray-Vac Heating System	$	250,000
Maintenance Testing Facility: Paint Hallway	$	46,000
Roofing: Cedar Mountain Maintenance Shed	$	205,500
Paving: Calvin Rampton Building: Construct New South Parking Lot	$	332,400
Total	**$**	**1,937,300**
Veterans Affairs		
Salt Lake Nursing Home: Install Nurses Call-Light Monitoring System	**$**	**207,700**

Agency/Institution		DFCM Recommendation
Workforce Services		
Provo North Office: Landscaping and Drainage Issues	$	275,000
Midvale Office: Replace Rooftop Units	$	132,200
Metro Office: Replace Lobby Tile and Carpet	$	73,600
Paving: 1385 South State Parking Lot	$	85,800
Paving: Clearfield Office: Parking Lot Extension and Landscaping'	$	70,900
	$	**637,500**
Statewide Programs		
Capital Improvement Project Management and Audits	$	2,000,000
Facility Condition Assessment Program	$	350,000
Hazardous Materials Survey & Assessment Program	$	417,200
Hazardous Materials Emergency Abatement	$	350,000
Roofing Preventative Maintenance	$	400,000
Roofing Emergency Program	$	200,000
Roofing Seismic Program	$	100,000
Paving Preventative Maintenance	$	500,000
Paving UCI	$	250,000
Emergency Fund	$	800,000
Planning & Design Fund	$	1,000,000
Land Option Fund	$	100,000
Total	**$**	**6,467,200**
Total FY 2009 Improvement Funding	**$**	**82,838,100**
Appropriated by Legislature	**$**	**82,838,100**

Unallocated Roofing Funds to be Allocated by the Building Board

Agency/Institution		Cost Estimate
Snow College: Heat Plant Lower Roof	$	50,000
U of U: Life Science Building Stairwell Roofs	$	65,000
USU: Bear Lake Biological Lab	$	25,000
UCAT: OWATC Cosmetology Building	$	65,000
UCAT: OWATC Business Building	$	90,000
UCAT: BATC Skylight Sealing	$	30,000
DNR: Wildlife Resources Mantua Fish Hatchery (Old Hatchery Building)	$	125,000
DNR: Wildlife Resources Ogden Bay Warehouse	$	30,000
DNR: Wildlife Resources Cache Valley Hunters Ed Main Building	$	75,000
DNR: Parks & Rec Great Salt Lake Marina Restroom	$	75,000
Work Force Services: Clearfield Breezeway Glass	$	30,000
UDOT: Region One Paint Shop	$	60,000
Total	**$**	**720,000**

April 9, 2008

MEMORANDUM

To: State Board of Regents

From: David L. Buhler

Subject: USHE - Follow-up Report: Removing State Sales Tax on Textbooks

Issue

USHE staff is providing a follow-up report regarding the Utah State Tax Commission's statement pertaining to removing state sales tax on textbooks purchased from university and college bookstores and the eligibility requirements for an institution to qualify for the sales tax collection exemption for textbooks (and possibly other course related materials).

Background

In February 2008, representatives of the Utah Student Association (USA) approached certain legislators about the possibility of removing sales tax from textbooks as a way of reducing the cost of education in the state. The USA representatives were advised to contact the Utah State Tax Commission (USTC). After initial review of existing administrative rules, the USTC explained that an institution may be exempt from collecting sales tax on textbooks if the institution holds 501(c)(3) status with the Internal Revenue Service.

On March 26, 2008, USHE staff and institutional representatives hosted a meeting with the Utah State Tax Commission to discuss the administrative ruling regarding the exemption from collecting sales tax on textbooks. The Tax Commissioners, Marc Johnson and Bruce Johnson, were present to discuss the nature of the exemption and the eligibility requirements that must be met in order for an institution to qualify and answer the institutions' questions.

The essence of that meeting reaffirmed that in accordance with Utah Code and administrative rule, those entities qualifying for tax exemption recognized by the Internal Revenue Service under Section 501(c)(3) of the Internal Revenue Code would be exempt from collecting state sales tax as long as the sale was a part of the institution's regular functions and activities. The USTC requested that there be a systematic approach in developing reasonable guidelines for the various bookstores of the institutions. During this meeting, the University of Utah was asked to share its initial guidelines regarding the implementation of removing sales tax on textbooks with USHE staff and the other institutions for consideration and possible adoption and/or revision for a state-wide policy on this issue (see attached copy). The USTC has also initially authorized "related course materials" which can include materials required by courses beyond textbooks.

Finally, the USTC clarified that institutions which were applying in good faith for the 501(c)(3) status could elect to begin their exempt status immediately and that the USTC would not audit and impose retroactive sanctions if the application for 501(c)(3) status was denied as long as the institution resumed collecting sales tax. Currently all USHE institutions except for the College of Eastern Utah and Utah College of Applied Technology, both currently in application status, have received a 501(c)(3) designation.

Institutions are taking the following positions on this matter:

Institution	Effective Date	Products Included in Exemption
UU	03-31-08	Books & course packets (see attached copy of guidelines)
USU	04-01-08	Books only initially; will broaden in future
WSU	04-01-08	Books only
SUU	04-01-08	Books only
SC-Richfield	04-01-08	Books & required supplies
DSC	04-01-08	Books only
CEU	04-14-08	Books & required supplies
UVSC	04-01-08	Books only
SLCC	04-01-08	Books, catalogs, course packets & shop-card sales
UCAT	07-01-08	In discussion

Policy Issues

At this time, the Board of Regents does not have a system policy regarding exemption of collecting sales tax on textbooks and other related course materials. Research and dialogue on a standard guideline is in process.

Commissioner's Recommendation

This is an information item and no action is needed at this time.

_____

David L. Buhler
Interim Commissioner of Higher Education

DLB/MHS/TC
Attachment

University of Utah
University Campus Store
Textbook Sales Tax Exemption Guidelines
3-31-08

Introduction: U of U Administration, Associated Students U of U (ASUU) and the University Campus Store (Bookstore) recognize the impact that the high cost of textbooks has on students. With the support of ASUU, faculty and the Campus Store, many programs have already been implemented at the campus level to help reduce the overall cost of textbooks to students. These programs include guaranteed buyback, e-books, textbook rental, and increased availability of used textbooks. The U of U recognizes that ASUU took a lead role in promoting a sales tax exemption on textbooks. Such an exemption will have a significant impact on reducing the overall cost of textbooks to students.

Basis of Exemption: The University of Utah is recognized by the Internal Revenue Service (IRS) as a 501(c)(3) charitable institution. The University of Utah is also considered a political subdivision of the state of Utah for certain purposes. Due to discrepancies in the Utah code for sales tax applicability on sales from a charitable organization versus a political subdivision, the Utah State Tax Commission has clarified that a charitable organization, regardless of political subdivision status, may exempt mission related sales from sales tax under Utah Code Section 59-12-104(8). The sale of textbook materials supports the mission of The University of Utah … "to serve the people of Utah through … the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement." Textbooks play a significant role in fulfilling the teaching mission of the University of Utah. Therefore, the sale of textbooks through the University Campus Store, a department of the University of Utah, is exempt from Utah state sales tax.

U of U Textbook Sales Tax Exemption Guidelines: The implementation of the textbook sales tax exemption will be specifically limited to certain transactions consistent with Utah State Tax Commission clarification to maintain the best interest of University students and the long-term viability of the sales tax exemption. For purposes of the textbook sales tax exemption, the U of U has defined textbooks as printed or electronic reading or reference materials requested through the textbook adoption process by a University department, professor, or teaching assistant, to be available and sold through the University Campus Store (also applies to course packets sold through Print and Copy Services). These textbooks and course packets are defined as and limited to:

- Required, recommended, or optional bound textbooks/course packets.
- Required, recommended, or optional electronic textbooks.
- Required, recommended, or optional rental textbooks.
- Required, recommended, or optional study/class aides.

All other goods sold through the University Campus Store will be subject to the applicable sales tax, including all other educational materials or products, such as blue books, computer hardware, system software, school/office supplies and art supplies.

Effective Date of Exemption: March 31, 2008

April 11, 2008

MEMORANDUM

To: State Board of Regents

From: David L. Buhler

Subject: UHEAA – Information Update

Issue

The Utah Higher Education Assistance Authority ("UHEAA") Board of Directors ("the Board") met on March 27, 2008 under the direction of UHEAA Board Vice-Chair, Fred Hunsaker. The Board reviewed several action and information items including a detailed report concerning the turmoil in the credit markets and the resulting challenges of financing student loans (see attached copy of UHEAA Board of Directors Report C, "Student Loan Financing, Current Challenges"). The Board approved a resolution to continue making new student loans, suspend borrower benefits on consolidation loans, use UHEAA's financial reserves to cover projected operating losses, and to meet more frequently during this time of credit crisis to regularly monitor UHEAA's financial status. The Board also took the following actions:

- Approved two new investment options for UESP.
  - An option for an FDIC-insured bank certificate of deposit
  - An option for an investment with a greater percentage of the asset allocation invested in international equity funds.
- Approved a UESP scholarship for youth transitioning out of state foster care to adult living.
- Approved Money Management Investment Reports for UHEAA and UESP.
- Approved a two-year contract extension of UHEAA's comprehensive college outreach website, UtahMentor, and noted the record-high usage of UtahMentor.org of nearly 3.0 million page hits in February 2008.
- Appointed two new members to UHEAA's Audit Committee, Ed Alter and Ruth Henneman.

The Board also reviewed several information reports including a summary of legislation affecting UHEAA and UESP from the 2008 General Session of the Utah State Legislature. The Board noted the extensive outreach activities performed by UHEAA and UESP. The Board also congratulated the staff for receiving a clean audit from the State Auditor's recently-concluded fiscal 2007 audit.

Commissioner's Recommendation

This report is for information only. No action is needed.

_____

David L. Buhler
Interim Commissioner of Higher Education

DLB/DAF
Attachment

uheaa
UTAH HIGHER EDUCATION
ASSISTANCE AUTHORITY

www.uheaa.org

FOR ACTION

UHEAA BOARD OF DIRECTORS

REPORT C

Student Loan Financing: Current Challenges

March 27, 2008

INTRODUCTION

These are the most challenging times in the history of the student loan program. The credit crunch that was sparked by problems with residential mortgages has disrupted the student loan credit markets and is spreading to the broader economy. The combination of the credit market problems and the legislative cuts passed in September 2007 has resulted in a sharp increase in UHEAA's interest costs, diminished UHEAA's ability to raise needed capital to finance student loans, and reduced UHEAA's operating margins.

At the March 27, 2008 meeting, Executive Director David Feitz will lead a discussion to promote understanding of these challenges, explore UHEAA's options, and recommend an action plan. Mr. Paul Wozniak, UHEAA's investment banker from UBS, and Mr. Blake Wade, UHEAA's bond counsel from Ballard Spahr, will discuss the current environment of the student loan financing market. UHEAA's financial staff members, Richard Davis, David Schwanke, and Bob McRae, will present pro forma financial statements showing the estimated financial impact of these challenges on UHEAA.

At the conclusion of the presentations and discussions, the UHEAA Board will be asked to approve the recommendations provided below. The recommendation seeks to preserve UHEAA's market by sending a signal to UHEAA's participating schools of our intention to make loans for the fall. We propose to make modest adjustments to UHEAA's borrower benefits and grants but leave the core, "no fee" borrower benefits in place to provide an uninterrupted source of low-cost educational loans for students.

(801) 321-7200
(800) 418-8757
TDD (801) 321-7130
Fax (801) 321-7299
uheaa@utahsbr.edu

P.O. Box 45202
Salt Lake City, Utah
84145-0202

Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, UT
84101-1284

RECOMMENDATION

With the understanding that UHEAA's financial reserves will be used to cover the 2008 fiscal year losses created by the current credit crisis and congressional action to reduce student loan yields, the Executive Director recommends the following borrower benefit and UHEAA Grant reductions:

- **Suspending the 0.25% auto-debit borrower benefit for consolidation loans first disbursed on or after May 1, 2008; and,**

- **Suspending the 2.00% principal balance reduction benefit after 48 on-time payments for Stafford and PLUS loans first disbursed after May 1, 2008; and,**

- **Reducing the previously-approved UHEAA Grant amount of $720,000 for the fiscal year beginning July 1, 2008 to $360,000.**

In addition, the Executive Director recommends close monitoring of UHEAA's financial status and regular reports to the UHEAA Board with the possibility of further modifying UHEAA's borrower benefits in the future.

Discussion Notes

UHEAA Board of Directors

Student Loan Financing: Current Challenges
Tab C
March 27, 2008
David A. Feitz

"I used to think if there was reincarnation, I wanted to come back as the president or the pope or a .400 baseball hitter. But now, I want to come back as the bond market. You can intimidate everybody."

James Carville
Former Adviser to President Bill Clinton

1. Challenging Times: Congress and the Credit Markets

a. One-two punch (see January 28, 2008 update, attached)

b. Congressional cuts: $40 billion in two years
- UHEAA yield for loans after 10/1/07 is cut by 0.40%

c. Credit Markets: Collapse of auction rate securities market
- Auction rates: workhorse of the student loan industry
  --Average UHEAA net earnings for past 10 years—$14 million
- Failed auctions (see February 13, 2008 update, attached)
- Shaken investor confidence
  --Severe liquidity problems
- Problems sparked by mortgage crisis
- Difference between student loan and mortgage
  --Student loans: government guarantee
  --Reputation as safe, high-quality investments
- UHEAA swept along in negative market conditions

d. Results of one-two punch
- Spike in UHEAA interest rate costs
- Impaired ability to raise new capital going forward
- Diminished operating margins
- Lenders reevaluating their participation

2. What We Are Doing About the Crisis

a. Reaching out to schools and lenders
- Time for concern. Not a time for panic.
- Avoid stampeding schools to the direct loan program
  --More expense to taxpayers.
  --Fewer services to students.
  --Not the answer for Utah

b. Seeking every possible financing solution

c. Urging Congress to become involved
- Bipartisan letters sent to Secretary of Treasury and Education
- Senator Hatch signed on (see March 15, 2008 update and attached letters).

d. Cost containment: $10.55 million
- Personnel: salary and benefits estimated fiscal year savings—$850,000
  --Hiring freeze implemented in fall 2007
  --Reorganization following Jim Ginos' passing
  --Budgeted positions which remain intentionally unfilled
  --Reorganization: risk mitigation area reduction in force
- Lender Premium Reduction: estimated annual savings—$3.4 million
  --Lender premiums cut by two-thirds
- Borrower Benefits Reduction: estimated annual savings—$5.4 million
  --Auto-payment benefit reduced from 1.25% to 0.50%
- Servicing Efficiencies: estimated annual savings—$800,000
  --Servicing costs as a percentage of the portfolio have declined from 0.78% to 0.46% in five years
- Interest Statement Handling: estimated annual savings—$100,000
  --Recent example of continued efficiencies by directing borrowers to uheaa.org rather than mailing hard copy statements

e. Scenarios
- Worst case
  --Markets don't turn around
  --UHEAA no longer functions
  --Direct loan program replaces UHEAA
- Best case
  --Markets rebound
  --UHEAA absorbs short-term losses with financial reserves
  --UHEAA continues

f. Lender of Last Resort: U. S. Department of Education

3. UHEAA Advantages

a. Financial reserves: staying power
b. Equity
c. Low overhead
d. Large portfolio of pre-October 1, 2007 loans

e. High-quality assets
f. 30-year commitment with demonstrated success and superior services to students
g. UHEAA has one of the best names in the industry.

4. Action Plan: Commitment to Students

a. Weather the storm
b. Use financial reserves as a bridge to better times
c. Need to act now
   - Financial aid packages are being sent now for the fall semester --Student information and planning
d. Continue current borrower benefits with minor modifications
   - Competitive
   - Preserve market

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The Salt Lake Tribune http://www.sltrib.com

Zions to drop out of student lending

Utah students can still borrow money from other banks, higher ed

By Paul Beebe
The Salt Lake Tribune
Salt Lake Tribune

Article Last Updated:03/27/2008 01:28:29 AM MDT

Zions Bank is joining other big banks in getting out of the federal program to make government-guaranteed student loans, the consequence of subsidy cuts that have made lending to students unprofitable.

The largest Utah-based bank will stop accepting new loan applications through the Federal Family Education Loans program Monday and instead will substitute new programs Zions is developing that will be in place later this spring, a spokesman said Wednesday.

There is money available through other sources, though now there will be fewer of them.

"Given the changes in legislation that have taken place, it really has made it not viable from a financial standpoint to continue accepting applications for government-guaranteed student loans," said Zions' Rob Brough.

In September, Congress enacted the College Cost Reduction and Access Act, which makes college more affordable by cutting loan interest rates in half, increasing Pell Grant awards and creating an income-based loan repayment program.

But the bill also trimmed subsidies to banks. Lenders now receive reduced rates of returns from the government for offering education loans, motivating many big banks to pull out of the FFEL program for the 2008-2009 academic year.

"There were significant changes to the federal loan program, including some fairly dramatic cuts in lender subsidies that make it more difficult for commercial banks to stay in this business," Brough said.

Zions is the latest bank to drop out of FFEL. At least 26 other lenders have suspended their programs since last fall, said Mark Kantrowitz, publisher of FinAir.org, a student financial aid Web site. Another seven lenders offering student loan-consolidation programs also have departed.

"That many lenders leaving is unprecedented. Those lenders who have left represent almost 10 percent of the Stafford and PLUS loan volume and almost 30 percent of the consolidation loan volume," Kantrowitz said.

The Stafford program allows students to borrow up to $23,000 for higher education. PLUS loans that can cover the full cost of an education are available to students and parents. Consolidation programs allow graduates to roll several loans into one. The programs are the main types of federal student loans, Kantrowitz said.

It is unclear how big Zions' share of the Utah student loan market is. Brough didn't have figures.

But according to FinAir.org, Zions wrote $86 million in new education loans in 2006, the latest year for which the Web site has figures, putting the bank at No. 61 among the nation's top 100 lenders.

Zions' departure from the federal program might be a blow to Utah students, but there will still be plenty of money available this fall. Wells Fargo, another big lender in the state, has no plans to exit FFEL. And the Utah Higher Education Assistance Authority, which makes student loans, has financial reserves that should be enough to meet student needs this year, executive director David Feitz said.

"So even if other lenders drop out, we think we've got some staying power that we can ride out these problems and weather the storm, and obviously look to a time when the credit markets rebound," Feitz said.

Kantrowitz said the credit crunch also is driving lenders to suspend student loans. Many banks sell student loans to secondary buyers who finance their investments by borrowing from capital markets. As those funds become harder to tap, secondary borrowers have less money to invest in packages of student loans, making it harder for banks to sell their loan portfolios, he said.

pbeebe@sltrib.com

*** What happens if I already have a student loan from Zions Bank?**

That loan is still in force.

*** Will Zions offer other types of student loans in the future?**

The bank is developing its own loan products, which will be ready in time for the fall semester.

*** Are student loans available elsewhere?**Other big banks, such as Wells Fargo, are still making education loans. The Utah Higher Education Assistance Authority (801-321-7294) says it has money to lend.

Close Window | Send To Printer

David Feitz

From: David Feitz

Sent: Monday, January 28, 2008 6:38 AM

To: Arnie Combe; Cory Duckworth; Dave Buhler; David Jordan; Ed Alter; Fred Hunsaker; Jerry Atkin; Josh Reid; Maria Sweeten Soliz; Mark Spencer; Nolan Karras; Norm Tarbox; Ruth Henneman; Steve Nadauld; Troy Smith

Cc: Amanda Covington; Bob McRae; Blake K. Wade; Brenda Cox; Dave Schwanke; Dirk Anderson; Harden Eyring; Jan Tyler-Bayly; Kent Larson; Lynne Ward; Michael Nemelka; Paul Packard; Paul Wozniak (Paul.Wozniak@ubs.com); Richard Davis; Spencer Pratt; Tom Anderson; Troy Runnells

Subject: Credit Market Turmoil: UHEAA Continues as a Stable Source of Student Financial Aid

Attachments: bwam011808.pdf

Introduction
Thank you for your service on the UHEAA Board of Directors. We continue to make a difference in the lives of tens of thousands of students and their families through our college savings, student loan, and grant and scholarship programs. These are challenging times in the student loan world, and I'm providing this update to promote understanding of the issues and explain how we are proceeding.

Credit Problems Hit Student Loan Credit Markets
The credit crunch that was sparked by problems with residential mortgages is spreading to the broader economy and is disrupting the markets where student loan providers, including UHEAA, have obtained cost-effective credit for many years. The depth and duration of these credit market problems is unknown, but many analysts are predicting a lengthy period of continued difficulties. Regent Karras recently shared with me an article which indicates only about $100 billion of an estimated $420 billion problem mortgages have been acknowledged by loan holders, which likely means continuing economic turmoil and further announcements by major lending institutions of more financial losses (see attachment for text of the article).

Economic Stimulus Package and Federal Rate Cut
In an unusual display of bipartisanship and compromise, House leaders and the Bush Administration recently reached an agreement on a stimulus package designed to bolster the economy. The $150 billion package includes tax breaks for both consumers and businesses, but the centerpiece is a $100 billion tax rebate program for approximately 117 million families. House and Senate leaders hope to have final legislation to the President before the February 18, 2008 President's Day recess. In another major development, ahead of the stimulus agreement, the Federal Reserve early last week slashed the federal funds rate by 0.75%, the largest single cut in recent memory.

So far, Wall Street has been unimpressed with the rate cut and the proposed stimulus package. Whether these measures will prevent the economy from slipping into a recession is stirring much debate. Some Senators are arguing that the steps being taking are not enough and will not immediately stimulate the economy. In a recent meeting of the Student Finance Subcommittee, Steve Nadauld aptly expressed that these actions to stimulate the economy are like trying to "push on a string," and there is no assurance that the "pushing" will have any effect on the end of the string where the results are needed.

Obviously, in a climate like this, we are concerned about increases in student loan borrower delinquency if the economy worsens. We are closely monitoring delinquency rates in our portfolio, but it is too early to draw any conclusions. As we mentioned last spring, we have formed a special group within UHEAA to offer assistance to seriously delinquent borrowers who are at risk of defaulting and are continuing to have some success with our approach.

Increases in UHEAA's Cost of Funds
The combination of the credit market disruption and the legislative cuts passed in September 2007 has been a "one-two" punch for the student loan program. In the face of eroding profitability of federally-guaranteed student loans originated after October 1, 2007, we have taken steps to reorganize, cut our costs, reduce lender premiums, and regrettably, reduce our borrower benefits. More cuts may be needed and will be proposed to the Board as necessary.

During this credit crunch, UHEAA's cost of funds has risen. In consultation with our financing team, the Student Finance Subcommittee has recommended changing some parameters within our bond documents to allow the interest rates UHEAA pays to float higher through May 31, 2008. The Board of Regents will vote on the recommendation of the Subcommittee at a special Board of Regents meeting to be held on Tuesday, January 29, 2008. We have also scheduled a meeting with our financing team to discuss our financial strategy and explore all available options.

Importance of Keeping UHEAA Strong
Some lenders, including the nation's largest student loan lender, Sallie Mae, have indicated they are planning to scale back on student loans (see Wall Street Journal article below). UHEAA has no plans reduce the availability of student loans in our program. UHEAA remains a stable source of student loans and financial aid. Announcements like this one from Sallie Mae are exactly why UHEAA was formed nearly 30 years ago—to assure a steady stream of education credit when for-profit organizations falter. Even if some of UHEAA's partner lenders decide to no longer make student loans, UHEAA has statutory authority to make the loans directly, if needed, and we are well positioned to do so both financially and operationally.

UHEAA has weathered credit crises before, and I believe we will weather this one as well. UHEAA's low overhead, our ability to issue lower-cost, tax-exempt bonds, our cash reserves, and a strong revenue stream from UHEAA's large portfolio of pre-October 1, 2007 loans all add to our strength and continued viability.

I will keep you informed of additional developments. I look forward to seeing you at our March 27, 2008 UHEAA Board meeting. If you have any questions or need additional information, please contact me directly. Thank you. Dave

David A. Feitz
Executive Director
UHEAA
Board of Regents Building
The Gateway
60 South 400 West
Salt Lake City, UT 84101
801.321.7210
dfeitz@utahsbr.edu

THE WALL STREET JOURNAL. ONLINE

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January 5, 2008

Sallie Mae Plans To Scale Back Student Loans

By KEVIN KINGSBURY
January 5, 2008; Page A3

SLM Corp. said it would cut back on its main business of lending to students because of turmoil in the credit markets and a new federal law that slashed subsidies to the private companies that make government-backed student loans.

The statement, in a Securities and Exchange Commission filing, shows that the largest student-loan firm, commonly known as Sallie Mae, is struggling to find its footing amid a host of challenges and missteps.

Last month, a $25 billion takeover of Sallie Mae by a group of investors, led by private-equity firm J.C. Flowers & Co., fell through. Earlier in the year, Congress slashed billions in subsidies to student lenders, damaging the company's prospects. And last week, diluting the value of its stock, Sallie Mae raised $3 billion in two stock offerings to pay off a soured bet on its stock price and shore up its credit rating.

In broadly lower 4 p.m. New York Stock Exchange Composite trading, SLM shares were down 13%, or $2.49, to $16.67. The buyout agreement was for $60 a share.

In yesterday's filing, the Reston, Va., company said it would be "more selective" in originating both government-backed student loans and private loans -- those not guaranteed by the federal government. The more-profitable private loans make up about 17% of Sallie Mae's $160 billion student-loan portfolio, and the company has indicated it expects to focus more on that line of work. The company has said that its higher financing costs, as well as the subsidy cuts, will reduce and possibly eliminate the profitability of making new government-backed loans.

At the same time, reiterating earlier remarks last month by Albert L. Lord, Sallie Mae's chief executive, the company said it expects "to see many participants exit the student loan industry" because of the subsidy cuts and difficult credit conditions. As a result, the lender said it expects to partially offset declining loan volume by "increased market share taken from participants exiting the industry." Sallie Mae said it also plans to eliminate "certain borrower benefits," such as discounts for those who make on-time payments.

Demonstrating another financial challenge, the company said it is also continuing to work to refinance a $30 billion line of credit that "effectively terminates" on May 16. Sallie Mae said its financing costs "will increase substantially" if the credit line isn't refinanced on or before Feb. 15.

Write to Kevin Kingsbury at kevin.kingsbury@dowjones.com[1]

URL for this article:
http://online.wsj.com/article/SB119947068306268175.html
Hyperlinks in this Article:
(1) mailto:kevin.kingsbury@dowjones.com

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David Feitz

From: David Feitz

Sent: Wednesday, February 13, 2008 10:00 AM

To: 'Arnie Combe'; 'Cory Duckworth'; Dave Buhler; 'David Jordan'; 'Ed Alter'; 'Fred Hunsaker'; 'Jerry Atkin'; 'Josh Reid'; 'Maria Sweeten Soliz'; Mark Spencer; 'Nolan Karras'; 'Norm Tarbox'; 'Ruth Henneman'; 'Steve Nadauld'; 'Troy Smith'

Cc: Bob McRae; Brenda Cox; Dave Schwanke; Jan Tyler-Bayly; Kent Larson; Lynne Ward; Michael Nemelka; Richard Davis; Tom Anderson

Subject: Credit Markets: Continued Problems Affecting Student Loan Financings

Attachments: Credit Market Turmoil: UHEAA Continues as a Stable Source of Student Financial Aid

As I mentioned in my January 28, 2008 report (copy attached), we were expecting continued difficulties in the financial markets where UHEAA obtains credit for student loans. These markets and auction-rate financing structures, which have served UHEAA well for more than a decade, have become increasingly unstable since my last report. See the Wall Street Journal article entitled, "Student-Loan Issues Under Stress, at the end of this email.

Nervous investors have retreated in recent days from the market for securities backed by student loans and municipal bonds. Securities tied to government-backed student loans have traditionally been considered "safe" investments. Unfortunately, even with the government backing, demand for student loan auction securities has weakened ever further and several student loan auctions, including two auctions backed by UHEAA's loans, have failed. Failed auctions are a serious development and will result in a higher cost of funds for student loan organizations throughout the country.

UHEAA's cash reserves, accumulated from years of conservative financial management, will help us weather these volatile times. We are continuing to explore alternative financing arrangements and are keeping a close watch on the financial markets. I will keep you informed of further developments. Dave

David A. Feitz
Executive Director
UHEAA
801.321.7210

February 11, 2008

Student-Loan Issues Under Stress

By LIZ RAPPAPORT and KAREN RICHARDSON

February 11, 2008; Page C1

Securities tied to student loans, another seemingly safe corner of the credit markets, are succumbing to the credit crunch. Wall Street's financial-engineering machine bundles together long-term student loans and uses them as collateral for short-term investments owned by money-market investors. Since Thursday, auctions of these securities conducted by **Goldman Sachs Group** Inc., **J.P. Morgan Chase** & Co. and **Citigroup** Inc. have failed to generate investors' interest, leaving roughly $3 billion of such securities in a sort of limbo.

Under normal conditions, the banks would step in when investor demand is weak -- just as a specialist on the New York Stock Exchange intervenes to keep trading liquid in a stock. Because big banks are already bloated with other kinds of loans and bonds they are trying to get rid of, they have been allowing the auctions to fail.

That, in turn, is pushing up interest rates for the securities and leaving them in the hands of investors who might have intended to get rid of them.

"Investors are seeking safety right now," says Joe Lynagh, portfolio manager at T. Rowe Price who runs tax-exempt money-market and other short-term investments.

These auction failures are a sign of the extreme stress in markets for an array of investments with complex structures or unusual designs. Wall Street created a boom in these kinds of investments in the past decade, bundling together everything from subprime mortgages to municipal bonds and corporate debt, and creating complex instruments out of them. Investors, especially fund managers, are now shunning the products for fear they could decline in value.

In this case, the student loans are typically backed by the federal government as part of the Federal Family Education Loan Program. The securities they go into are called auction-rate securities.

Issuers like SLM Corp. (known commonly as **Sallie Mae**), Educational Funding of the South (EdSouth), Brazos Higher Education Service Corp. and College Loan Corp., among others, have had auctions fail, say investors who participate in that market.

These issuers finance their lending programs in part by pooling together loans and using them as collateral for these securities, which they sell to investors as an alternative to cash. While the loans are long-term loans that run for decades, the securities they issue have interest rates that reset in auctions every few weeks, a bit like adjustable-rate mortgages. Wall Street creates similar auction-rate markets for municipal bonds, corporate debt and other instruments.

Moody's estimates the auction-rate market for federally backed student loans, called Slars, or student-loan-backed auction-rate securities, is $80 billion to $90 billion out of a total $325 billion-to-$360 billion market for overall auction-rate securities.

A failed auction essentially means that when the debt comes due for investors to bid on again, dealers like Citi, J.P.

Morgan or Goldman can't find anyone interested.
The banks aren't required to step in and buy the debt themselves. Instead, when the auction fails, the banks can stay on the sidelines. When they do, the securities are left in the hands of investors who already hold them and might be trying to auction them off. The interest rate, rather than being a market-based rate, then gets reset based on a formula written when the securities were originally sold.
"We're not a liquidity provider," said one banker involved in the market.
Rates in this market have been moving higher because demand is drying up, pushing up borrowing costs for student-loans firms, and ultimately student borrowers. Rates in the auction-rate markets broadly have risen from 3% to about 5%, according to Municipal Market Advisors.
A spokeswoman for Citigroup said, "We have seen widening spreads, reduced demand for certain auction-rate securities and failed auctions." In some of those auctions, she said, "Citi acted as broker dealer." A spokesman from Goldman Sachs declined to comment. A spokesman from J.P Morgan didn't comment.

David Feitz

From: David Feitz

Sent: Saturday, March 15, 2008 7:24 PM

To: 'Arnie Combe'; 'Cory Duckworth'; Dave Buhler; 'David Jordan'; 'Ed Alter'; 'Fred Hunsaker'; 'Jerry Atkin'; 'Josh Reid'; 'Maria Sweeten Soliz'; Mark Spencer; 'Nolan Karras'; 'Norm Tarbox'; 'Ruth Henneman'; 'Steve Nadauld'; 'Troy Smith'

Cc: Bob McRae; Brenda Cox; Dave Buhler; Dave Schwanke; Diane Carlson; Dirk Anderson; Harden Eyring; Jan Tyler-Bayly; Joyce Cottrell; Kent Larson; Lindsay Mortensen; Lynne Ward; Mark Spencer; Michael Nemelka; Paul Packard; Richard Davis; Sheri McFall; Spencer Pratt; Tom Anderson; Troy Runnells

Subject: Continued Challenges in Credit Markets

As I have been reporting, challenges in the credit markets where UHEAA finances student loans continue and have been worsening in recent times. Yesterday's emergency funding action to help Bear Stearns, one of the nation's oldest and most respected financial firms, coupled with the Federal Reserve's move earlier this week to pump $200 billion into the credit markets, illustrate the seriousness of the problems, which are now affecting colleges and universities, see article below.

These credit market problems leave UHEAA with overwhelming interest rate costs and the inability to raise additional capital. We continue to seek every possible solution to these problems and recently obtained Senator Hatch's agreement to sign a letter to the Secretaries of the Treasury and Education, urging them to act to assure continued, uninterrupted access to student loans. We have been meeting with UHEAA's Student Finance Subcommittee and have recently taken action through the Board of Regents' Executive Committee to adjust certain parameters within our bond documents to save interest costs.

At the March 27, 2008, UHEAA Board meeting, we will more fully describe the challenges and discuss options. UHEAA has many advantages, including financial reserves to help us weather these problems. Our plan is to use these reserves as a bridge to better times when the credit markets improve and to continue making low-cost student loans available to our students as UHEAA has been doing for the past 30 years. Please contact me if you have any questions or need additional information. I look forward to seeing you on March 27. Dave

David A. Feitz
Executive Director
UHEAA
Board of Regents Building
The Gateway
60 South 400 West
Salt Lake City, UT 84101
801.321.7210
dfeitz@utahsbr.edu

With the Collapse of Variable-Rate Markets, Some Colleges Face Staggering Debt Costs

By BRAD WOLVERTON

Dozens of colleges and universities, including some of the country's wealthiest institutions, are facing a sharp rise in interest payments on a whopping mound of debt.

About a third of the nearly 300 private institutions rated by Moody's Investors Service are financing more than half their debt with variable-rate bonds, some of whose rates have skyrocketed in recent

weeks.

Many colleges are scrambling to restructure hundreds of millions of dollars of debt, as the interest payments double or triple beyond what they had budgeted and a long-term rise in rates appears possible. In recent weeks, Boston, Stanford, and Syracuse Universities, among others, have considered moving to fixed-rate securities. Many other colleges are contemplating similar moves.

The changes are costing some institutions hundreds of thousands of dollars—assuming they can find banks to do business with. The refinancing market has tightened in recent weeks, leading some financial institutions to turn away colleges or require them to put up collateral to guarantee their bonds.

"Banks are dictating what they want and how they want it," said Humberto F. Gonsalves, senior vice president for finance at Simmons College, who has heard of financial institutions' charging fees as high as one percent in recent weeks for converting variable-rate bonds. "They've got you by the short hairs, and they're yanking on them."

A Failing Market

As the economy continues to sputter, colleges face various credit stresses. Some of the biggest problems have happened with auction-rate securities and variable-interest demand notes, two popular methods colleges use to finance their long-term debt. The private colleges alone rated by Moody's have an estimated $7-billion of auction-rate debt.

The auction-rate market, in which interest rates on bonds reset frequently based on market conditions and investor interest, began unraveling late last year after the credit ratings of several bond insurers were downgraded. That caused many investors to bail out of the market, leaving colleges to pay higher interest rates—in some cases as much as 15 percent—or look for alternative financing.

Both large and small institutions have faced problems. On Tuesday, Moody's downgraded the debt rating of the Colorado School of Mines in part because of the large proportion of its debt that is held in variable-rate bonds. What worried Moody's more than the institution's $54-million in such debt was the relatively small amount of operating cash—just $24.9-million—it has to weather a market downturn.

A similar debt structure has added risk for Simmons College, which has nearly $100-million of variable-rate debt, compared with $51.6-million of unrestricted resources. That was one reason Moody's gave it a negative ratings outlook last month.

On Tuesday, Simmons officials said they had secured a bank letter of credit to convert $49.6-million of the college's debt to fixed-rate bonds to help construct a business building and a parking garage. The increased fees will be amortized over the remaining 28-year life of the bond, diminishing the hit on this year's budget.

Institutions with larger reserves have not had as many problems. Michigan State University has issued nearly all of its $558-million of debt in variable-rate modes. But the university has $1.8-billion of total financial resources, which have grown by 42 percent the past few years. That has given it sufficient operating flexibility to absorb the "unexpected exposure" to variable rates, Moody's said in a report last year.

But even the wealthiest institutions have not been immune to the market's recent fluctuations. Stanford University saw variable rates on a $186-million auction note climb to 8 percent one week last month—

five percentage points higher than normal, said Randy Livingston, vice president for business affairs and chief financial officer. The spike cost the university nearly $180,000.

This week Stanford pulled that bond out of the auction-rate market, and it is considering converting $130-million more in auction-rate securities into a less-risky instrument.

"We were caught by surprise when the turmoil in the market affected our securities," Mr. Livingston said. "The market has basically disintegrated."

What's Ahead

Plenty of institutions have experience managing variable-rate debt, and many plan to continue issuing bonds with fluctuating rates.

In some cases, variable rates have saved institutions millions of dollars by helping them avoid higher fixed payments. Syracuse University officials said they had saved more than $20-million since first securing variable-rate bonds, in 1999.

The university was not as fortunate in February, when the interest rate on one of its $80-million auction bonds jumped to 11 percent. Over the past three years, the rate on that bond has hovered around 3 percent, said Louis G. Marcoccia, executive vice president and chief financial officer.

This week Syracuse redeemed the bond, arranging a 3.4-percent fixed rate. "We didn't want to be subject to what might happen in the variable-rate debt market the next few months," Mr. Marcoccia said. "This will take us through our next debt issuance and give us time to see what happens in the market."

Analysts at Moody's plan to keep a close eye on the variable-rate market over the next few months. As of now, though, they do not believe the recent fluctuations will drive widespread ratings changes.

"The stress caused by dramatically higher rates is painful, but we don't expect it will have a significant impact on credit quality," said Roger Goodman, a Moody's vice president. The operating cash and endowment assets many institutions have, he said, "should help them deal with shorter-term periods of stress."

Still, he added, there is much uncertainty in the market. And some institutions, he said, could face the "serious possibility" of repaying large portions of their debt over a short period of time.

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Congress of the United States

Washington, DC 20515

February 15, 2008

The Honorable Henry M. Paulson, Jr.
Secretary of the Treasury
U.S. Department of the Treasury
1500 Pennsylvania Avenue, NW, Room 3330
Washington, DC 20220

The Honorable Margaret Spellings
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW, Room 7W301
Washington, DC 20202

Dear Secretary Paulson and Secretary Spellings:

We write to express our strong concern over a growing problem in the capital markets that could threaten the availability of student loans under the Federal Family Education Loan Program (FFELP). We urge you to work without delay within your organizations and with appropriate federal financial institutions and overseers to address this problem before it significantly decreases access to higher education opportunities for students and their families.

Specifically, many lenders participating in the FFELP engage in securitizations as a strategy to help the financing of student loans. As a result of the ongoing credit crunch, however, many of these lenders are now facing severe liquidity problems in this marketplace. In fact, there have been several reports of lenders leaving the Federal Family Education Loan Program as a result of the thin margins on these loans. Most recently, College Loan Corporation, one of the largest FFELP lenders, announced that it will end its participation in the FFELP.

Although student loan securitizations are safe, high-quality investments, financing education loans through the asset-backed securities market has become uneconomical in the current environment. At the same time, the ongoing credit crunch has caused the asset backed securities market to contract significantly. In the past several days, many student loan lenders have seen auctions for their securities fail, shaking the confidence of investors who value liquidity. Once started, this pattern of failed auctions could continue to affect the entire $80 billion student loan auction rate securities market.

In a January 28, 2008 *Financial Times* article, former Treasury Secretary Lawrence Summers also recognized the problem and called for either public or private measures to address it. Specifically, he said:

> "While attention to date has focused on capital infusions into existing institutions, it would be desirable for capital to be injected into new institutions that do not have the legacy problems of existing ones and can meet the demand for new lending…There are grounds for concern about the adequacy of the flow of lending for student loans, automobiles, consumer credit and non-conforming mortgages. In each of these areas, there may be a need for collective private action or for government measures."

We, too, are very concerned that this problem could, unless quickly addressed, result in long-term financing disruptions for higher education opportunities. The FFELP presently helps 80% of students obtain their financing. The U.S. Department of Education also projects that

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nearly $60 billion in new FFELP loans will be needed for 6.7 million borrowers in the 2008-09 academic year to help students pursue a post-secondary education. A mere 10% disruption in the FFELP market could therefore interrupt financing for more than 670,000 borrowers.

Lenders in the Federal Family Education Loan Program have provided the private capital that has enabled tens of millions of Americans to obtain an affordable college education. As unrest in our credit markets affects Americans in so many other ways, it is imperative that the FFELP remain strong and the cost of education finance remain as low as possible.

To that end and consistent with all applicable law and regulation, we urge you to engage with each other and with federal financial institutions such as the Federal Financing Bank, the Federal Home Loan Bank System, the Federal Reserve System, and other appropriate entities to encourage them to use their existing authorities, including lender of last resort, in a timely manner to assist in ensuring liquidity and the availability of various financing mechanisms for the purpose of bringing stability to the student loan financing market. Please also keep us informed about your efforts to address these important matters.

Sincerely,

Paul E. Kanjorski
Member of Congress

Brad Sherman
Member of Congress

Joe Baca
Member of Congress

Tim Mahoney
Member of Congress

Dennis Moore
Member of Congress

Ed Perlmutter
Member of Congress

Paul W. Hodes
Member of Congress

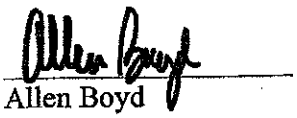
Gregory W. Meeks
Member of Congress

Ruben Hinojosa
Member of Congress

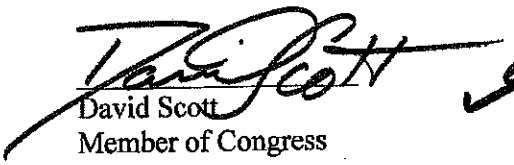
Bart Gordon
Member of Congress

Robert Wexler
Member of Congress

Gwen Moore
Member of Congress



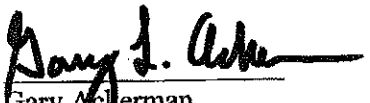
Allen Boyd
Member of Congress



David Scott
Member of Congress

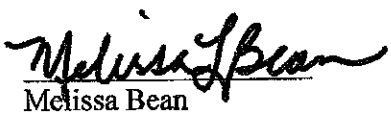
Albio Sires
Member of Congress

Michael E. Capuano
Member of Congress

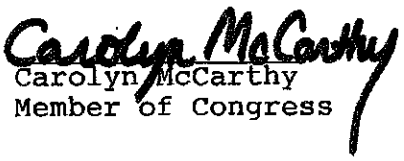


Gary Ackerman
Member of Congress

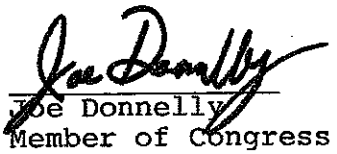
Brad Miller
Member of Congress



Melissa Bean
Member of Congress



Carolyn McCarthy
Member of Congress



Joe Donnelly
Member of Congress

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United States Senate

WASHINGTON, DC 20510

March 12, 2008

The Honorable Henry M. Paulson, Jr.
Secretary of the Treasury
U.S. Department of the Treasury
1500 Pennsylvania Avenue, N.W., Room 3330
Washington, DC 20220

The Honorable Margaret Spellings
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W., Room 7W301
Washington, DC 20202

Dear Secretary Paulson and Secretary Spellings:

Over the past several weeks, it has become clear we are entering a period of urgency regarding access to student loans. American families have begun to feel the crunch of the higher education funding crisis, which began with the subprime mortgage setbacks and subsequent capital market difficulties. The Federal Family Education Loan Program (FFELP), which initiates 80 percent of our nation's student loans, relies heavily on this market; and the severe liquidity problems therein have created a credit vacuum directly impacting students in our respective states.

The U.S. Department of Education projects that nearly $60 billion in new FFELP loans will be needed for 6.7 million borrowers this academic year. American families rely heavily on this financing; and we urge you to use the authority of your departments to provide a solution which will ensure access to student loans and help keep the cost of education finance as low as possible, in a manner least disruptive to our students and schools. We remain hopeful you will make full and immediate use of your existing authorities to help steer us away from the impending crisis.

We stand prepared to assist in any capacity necessary and look forward to hearing what action you plan on taking to assure middle-class families that access to student loans will not be an obstacle to their children's educational aspirations.

Sincerely,

E. Benjamin Nelson

Richard Burr

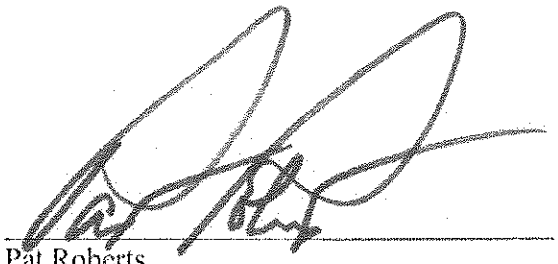
Jeff Bingaman

Michael B. Enzi

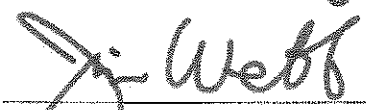
Tim Johnson

Lamar Alexander

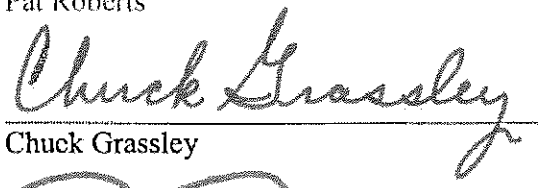
Ken Salazar



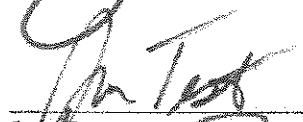
Pat Roberts



Jim Webb

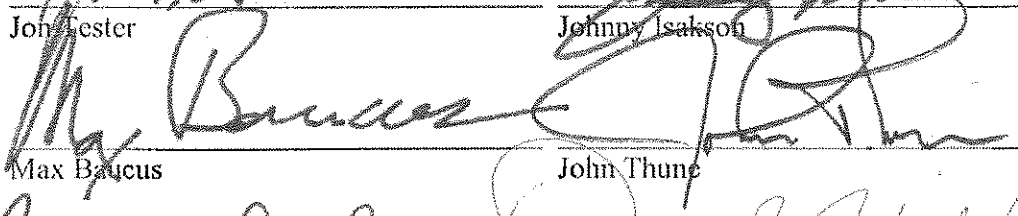


Chuck Grassley



Jon Tester

Johnny Isakson



Max Baucus

John Thune

Blanche L. Lincoln

Orrin G. Hatch

Mark L. Pryor

John E. Sununa

Mary L. Landrieu

Lisa Murkowski

Congress of the United States

Washington, DC 20515

March 17, 2008

The Honorable Ben S. Bernanke
Chairman
Board of Governors of the Federal Reserve System
20th Street and Constitution Avenue, NW
Washington, DC 20551

Dear Chairman Bernanke:

We commend the Federal Reserve System for working in coordination with other G-10 central banks to inject liquidity into our capital markets at a very challenging time. In particular, the Federal Reserve System's recent decision to expand its securities lending program by creating a new Term Securities Lending Facility represents an important step toward easing the growing global credit crunch, especially in the housing sector.

In light of severe liquidity pressures in the student loan financing market and the potential for ongoing disruptions in the delivery of federal student loans during the upcoming academic year, we write to encourage you to undertake two additional actions. First, we encourage you to use the Federal Reserve's authority in "unusual and exigent circumstances" under Section 13 of the Federal Reserve Act (12 USC 343) to provide immediate assistance to non-bank lenders that issue AAA-rated Federal Family Education Loan Program (FFELP) asset-backed securities. Second, we request that you allow primary dealers and issuers to use student loan asset-backed securities as collateral to borrow from the newly created Term Securities Lending Facility. Either one or both of these actions would help to restore stability to the marketplace for financing student loans.

For more than 35 years, FFELP lenders have financed more than $350 billion in outstanding student loans without disruption. During the past three months, however, turmoil in the broader capital markets has caused severe liquidity problems for student lenders that rely on access to credit markets to raise capital. Not only are certain markets inaccessible, but spreads on AAA-rated asset-backed securities, backed by FFELP Stafford and PLUS loans that are 97 percent government guaranteed, have also widened by more than 85 basis points since mid-summer. Increasingly, FFELP loans have become uneconomical and unprofitable.

As a result of these circumstances, a number of lenders have either suspended or permanently ended participation in the FFELP. To date, 19 FFELP lenders, including 4 of our nation's top 25 originators, have either exited the FFELP or suspended lending under it. For example, the Pennsylvania Higher Education Assistance Agency, which serves 500,000 Pennsylvania students, suspended its lending in the FFELP. The College Loan Corporation, the eighth largest FFELP lender, also left the program.

Although no student has been denied a FFELP loan to date, approximately 6.7 million students and parents will apply for a FFELP loan in the coming months. If these current credit market conditions continue or if they were to deteriorate, the potential for a severe disruption of the student lending distribution system increases significantly, especially as more lenders seem likely to stop making unprofitable loans under such conditions.

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While there have been reports of some depository institutions stepping in to make FFELP loans where non-bank specialty finance companies have suspended lending, the Consumer Bankers Association (CBA) has recently noted that its members will be limited in this capacity going forward. In a letter to Congress, CBA's president writes, "They (banks) cannot continue to devote ever larger amounts of capital to making loans that lose money or barely break even at the expense of other types of loans that are needed by their customers." In short, it is reasonable to believe that banks and large non-bank lenders will not be in a position to meet demand as other lenders leave the program.

In these difficult economic times, we believe that the Federal Reserve System should work to provide liquidity to all types of student loan originators in order to restore a smooth functioning of this market sector and to avoid negative economic outcomes. An educated workforce is essential to a well-functioning economy. If students—80 percent of whom rely on the Federal Family Education Loan Program—are unable to secure loans in the fall, we would not only severely impair their long-term earnings capacity, but we would also impair our nation's economic prospects. Consistent with all applicable law and regulation, we therefore respectfully urge the Federal Reserve to use its emergency authority to lend, against collateral, to student lenders and/or extend its newly announced securities lending facility to non-bank lenders participating in the Federal Family Education Loan Program.

Sincerely,

Paul E. Kanjorski
Member of Congress

Howard P. "Buck" McKeon
Member of Congress

Rubén Hinojosa
Member of Congress

Vernon J. Ehlers
Member of Congress

John Lewis
Member of Congress

Lee Terry
Member of Congress

Ed Perlmutter
Member of Congress

Shelley Moore Capito
Member of Congress

Dennis Moore
Member of Congress

Christopher Shays
Member of Congress

Michael F. Doyle
Member of Congress

Robert Wexler
Member of Congress

Emanuel Cleaver
Member of Congress

Steve Cohen
Member of Congress

William Lacy Clay
Member of Congress

Joe Sestak
Member of Congress

Paul. W. Hodes
Member of Congress

Bob Etheridge
Member of Congress

John Campbell
Member of Congress

Stephanie Tubbs Jones
Member of Congress

Carolyn McCarthy
Member of Congress

Bart Gordon
Member of Congress

Joe Baca
Member of Congress

Peter Welch
Member of Congress

Marion Berry
Member of Congress

Gary L. Ackerman
Member of Congress

Allen Boyd
Member of Congress

John A. Yarmuth
Member of Congress

Carol Shea-Porter
Member of Congress

David Scott
Member of Congress

Solomon P. Ortiz
Member of Congress

Donald M. Payne
Member of Congress

cc: The Honorable Henry M. Paulson, Jr.
Secretary, U.S. Department of the Treasury

The Honorable Margaret Spellings
Secretary, U.S. Department of Education

STATE BOARD OF REGENTS OF THE STATE OF UTAH
STUDENT LOAN PURCHASE PROGRAM

Statement of Revenues, Expenses and Changes in Fund Net Assets
FY 2007 Actual FY 2008-2009 Projected

	Actual 2007	Projected 2008	Projected 2009
OPERATING REVENUES:			
Interest on student loans	$ 67,827,403	$ 74,667,310	$ 76,671,869
Special allowance	45,968,433	36,837,697	18,056,335
Investment income	33,207,665	23,735,623	8,664,870
Other Revenue	3,124,656	3,364,224	3,500,000
Total operating revenues	150,128,157	138,604,854	106,893,074
OPERATING EXPENSES:			
Interest expense	97,729,424	104,596,487	101,606,600
Bond related expense	5,064,050	5,718,851	5,827,557
Student loan servicing expense	8,919,268	8,700,000	8,800,000
General and administrative expense	3,309,538	3,460,000	3,500,000
Operations expense	3,677,849	3,960,000	4,200,000
Student loan principal reductions	7,299,612	5,600,000	1,750,000
Federal Default Fee Amortization	1,948,767	2,367,188	2,346,000
Other Expenses	2,146,410	1,872,907	1,693,000
Provision for arbitrage rebate	4,916,644	-	(3,000,000)
Total operating expenses	135,011,562	136,275,433	126,723,157
OPERATING INCOME	15,116,595	2,329,421	(19,830,083)
NONOPERATING REVENUES (EXPENSES)			
State Financial Assistance appropriations	9,137,745	11,207,216	10,051,000
State Financial Assistance disbributions	(9,006,152)	(11,207,216)	(10,051,000)
Total non-operating revenues	131,593	-	-
Interfund Transfer	745,479		
CHANGE IN NET ASSETS	15,993,667	2,329,421	(19,830,083)
NET ASSETS - Beginning	229,628,298	245,621,965	247,951,386
NET ASSETS - Ending	$ 245,621,965	$ 247,951,386	$ 228,121,303

April 18, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Proposed Policy R609 (Regents' Scholarship)—Information Item

Issue

Due to the Legislature's passage of S.B. 180, creating the Regents' Scholarship, the Board must adopt policies by July 15, 2008, establishing: 1) the high school and college course requirements; 2) the cumulative grade point average required; 3) the additional weights assigned to grades earned in certain courses for purposes of calculating a student's cumulative high school grade point average; 4) the regional accrediting bodies that may accredit a private high school; 5) the application process for the scholarship, including procedures to allow a parent or student to apply for the scholarship on-line; and 6) Western Undergraduate Exchange programs that are approved for the use of a Regents' Scholarship.

Background

During the 2008 General Session, the Utah Legislature passed, and Governor Huntsman signed into law, S.B. 180, creating the Regents' Scholarship. This legislation, sponsored by Senator Lyle Hillyard (R.-Logan) and Representative Mark Walker (R.-Sandy), establishes a base $1,000 scholarship for students who complete the Utah Scholars Core Course of Study with a designated GPA, and also allows students to earn additional funds by demonstrating exemplary academic achievement and saving in an UESP account.

The legislation appropriated $500,000 in one-time funds and $400,000 in ongoing funds for the scholarship program, and the Regents therefore need to establish clear policies to ensure that the scholarship funds are distributed in an efficient and equitable manner. Staff in the Office of the Commissioner have been working on several policy-related tasks, which include preparing an initial draft of Board policy R609, developing application materials, and assembling the components of an implementation manual for USHE financial aid officers and K-12 guidance counselors.

A draft of the new Board policy is attached for review and discussion. We intend to bring the policy back to the Regents, in final form, for formal approval at the May Board meeting. At the May meeting we will also share application and implementation materials that have been developed by that time.

Commissioner's Recommendation

This item is for information only and requires no action.

David L. Buhler
Interim Commissioner of Higher Education

DLB:dsd
Attachment

April 18, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Report of Regents' Small Planning Group—Information Item

Issue

At the direction of the Board, a small working group comprised of Regent Tony Morgan, Regent Jack Zenger, and former Commissioner of Higher Education Richard Kendell has been charged with developing a short list of strategic themes and issues that are of critical importance to higher education in Utah for both the short term (next 5 years) and the long term (10 years and beyond). This group will present regular reports to the Regents over the next few months to assist Regents, legislators, business leaders, and other key stakeholders in pursuing a coherent policy agenda for Utah's public colleges and universities.

Background

Since receiving its initial charge from the Regents in January 2008, the working group has met several times to discuss planning assumptions, key strategic themes and issues, and proposed planning processes. The group's initial thoughts and recommendations are outlined in the attached draft document. The working group will present a summary of this document and a proposal for next steps, with the intent of continuing to carefully coordinate its work with the Board, Council of Presidents, and the Office of the Commissioner. Additional reports from the working group will be presented on a regular basis at future meetings of the Board and the Strategic Planning and Communications Committee.

Commissioner's Recommendation

This item is for information only and requires no action.

_____

David L. Buhler
Interim Commissioner of Higher Education

DLB:dsd
Attachments

April 8, 2008

Dave Buhler, Interim Commissioner
Utah System of Higher Education

Dear Dave:

Earlier in the year, the Board of Regents formed a small committee, consisting of Jack Zenger, Tony Morgan, and Rich Kendell, to outline important planning issues for the Utah System of Higher Education and to suggest a process that the Regents might follow in producing a strategic plan.

The committee reviewed planning documents from several other states and consulted with other organizations such as WICHE and NCHEMS to identify what might be considered exemplary approaches to strategic planning. The committee outlined some important planning themes and a suggested planning process. These were reviewed with the Commissioner and the Council of Presidents. After several revisions, the plan outline was discussed at the Board of Regents retreat on March 20, 2008.

While we have tried to incorporate many, if not most, of the suggestions given to us by presidents and Regents, we anticipate that the document will remain a working plan, open to further ideas and refinements. In the spirit of this productive give-and-take process, we forward the planning document and our recommendations to you for your consideration.

Sincerely,

Tony Morgan
Jack Zenger
Rich Kendell

REK:jc
Attachment

Planning Assumptions

April 2008

PREFACE:

1. Two time frames are used in this planning exercise, viz., a short-term perspective covering the next five years, and a longer-term view of ten years and beyond.

2. This planning effort will not attempt to be comprehensive in scope nor expansive in the issues it addresses. Many planning documents become "wish lists" of expansive and sometimes expensive needs. We believe this would be both unrealistic and unproductive, and therefore wish to focus on a very limited number of high-priority issues that are most logical to be addressed at a system level. There are many other equally important issues best addressed at the institutional level, and it is our expectation that college and university presidents, along with their boards of trustees, will address those issues and bring their resulting plans to the attention of the Regents as appropriate.

3. In order for this planning exercise to have traction in State policy circles, it is important that key policy makers be involved and their input taken seriously. The planning process must, therefore, provide ample opportunities for the participation of the Governor, key legislators, business leaders, and other stakeholders.

ASSUMPTIONS:

1. Our planning horizons of five and ten years and beyond coincide with Utah's demographic projections that anticipate relatively flat enrollments in higher education over the next five years and then relatively rapid enrollment growth in the years beyond. A significant component of this assumption is the changing demographic and ethnic mix that may have significant impact on high school graduation and higher education participation rates in both planning periods unless positive steps are taken to mitigate historical patterns of educational participation.

2. It is assumed that state financial resources will continue to be relatively scarce, which means limited yet important state investments in both operating and capital budgets. Given these limitations, proposed planning strategies must look to ways of maximizing existing assets and resources and to the discovery of innovative and efficient ways of delivering quality programs and services. Such efforts will be more important in the future than has been the case in the past.

3. Equally important, quality of programs and services at all levels and all types of postsecondary institutions must be a focus of both the State and the institutions. If students gain access to low-quality programs, attrition will be higher and those who do graduate will not be able to compete in the marketplace, and neither the students' nor Utah's interests will be well served.

4. One of the most important assumptions underlying the current planning effort is that the State of Utah, as well as its institutions of higher education, must make wise investments in human capital as the centerpiece of planning. Evidence from a wide range of research, reported in leading academic circles as well as prominent policy arenas such as the World Bank and the Organization for Economic Cooperation and Development, makes it abundantly clear that the clearest path to economic and social development is investment in human capital. This planning effort is based fundamentally and solidly on this body of research and policy consensus.

5. An important elaboration of this human capital assumption is that the nature of higher education required in the future is different from the past. As the recent report, *Tough Choices or Tough Times,* states,

> "The best employers the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth and will be willing to pay top dollar for their services. This will be true not just for the top professionals and managers, but up and down the length and breadth of the workforce. Those countries that produce the most important new products and services can capture a premium in world markets that will enable them to pay high wages to their citizens."

This point is embraced by numerous reports such as *Good Policy, Good Practice,* published recently by NCHEMS and other policy-oriented organizations. This report outlines specific recommendations and strategies for advancing human capital through critical higher education initiatives.

Utah's economic well being is tied directly to the investment in human capital. If the Utah System of Higher Education can create an educational culture of innovation, entrepreneurism, and intelligent technology, the System and its respective institutions can provide exciting opportunities for the State and its citizens.

KEY STRATEGIC THEMES & ISSUES FOR UTAH HIGHER EDUCATION

I. INVESTING IN HUMAN CAPITAL TO DRIVE AN INCREASLINGLY KNOWLEDGED- BASED ECONOMY

The advancement of human capital is the most important strategic issue for Utah and the Utah System of Higher Education. Educating a sufficient number of highly trained people responsive to the State's evolving economy will be the key resource investment for the future and the most significant responsibility of the Utah System of Higher Education.

It is critical for the Utah System of Higher Education to address how the relationship between higher education and the economy is changing and to determine how system-wide plans and specific institutional programs and strategies might respond effectively to important economic developments and workforce requirements of the State.

From the perspective of system-level planning, the case must be determined that system-level policies, strategies, and incentives maximize value for the State, respond to important State-wide priorities, enhance educational opportunities for students, and add value to the contributions of individual institutions. Planning efforts should be directed to the following issues:

ADVANCING STUDENT SUCCESS

1. The Utah System of Higher Education must develop policies and strategies that increase student enrollment in higher education and that improve the numbers and proportions of Utahns who complete certificate and degree programs.

2 Consistent with the above, policies, funding priorities, and incentives must be developed that improve retention and graduation rates in all higher education institutions. High quality and workforce relevant programs, for example, will engage students' interests and improve retention.

3. Specific remedies must be developed to advance minority students and students who are economically disadvantaged to enroll in higher education and complete programs of study consistent with their needs and aspirations.

4. The K-16 Alliance must advance an agenda of policies and related initiatives that will better prepare students for college and that will coordinate programs K-16 and enhance opportunities for all students.

5. Programs, services, and opportunities for students should become more evident and "friendly" from the standpoint of students. Institutions must become better articulated and more complementary to each other. Barriers to a seamless and more transparent system of opportunities need to be eliminated.

COMMUNITY AND ECONOMIC DEVELOPMENT

1. Utah colleges and universities should become key centers of economic development for their immediate communities and the State and take the lead in developing strategies to encourage innovative programs, research, and services that build a more sustainable and robust economy.

2. The Utah System of Higher Education must anticipate and respond to important economic developments and workforce requirements by developing important partnerships and linkages, both public and private. The system of colleges and universities should combine resources and services to better respond to emerging needs, including those in rural areas.

3. The Utah System of Higher Education must take the lead in identifying important future investments (training programs, partnerships, research) that will build the

economy and meet the workforce requirements of the future. These important connections between the needs of the economy and the role of higher education must be the foundation for future policy decisions and resource allocations.

QUALITY AND ACCOUNTABILITY

1. The Utah System of Higher Education must determine if present measures for assessing new and existing programs are adequate and whether such programs prepare students to be fully competitive in a changing economy.

2. System-wide data must be identified and reported to monitor progress regarding measures of student success as noted earlier. Clear policy guidelines should accompany the implementation of the common student identifier system in the interest of advancing student opportunities and success.

3. Specific proposals should be made to improve student opportunities in STEM (Science, Technology, Engineering and Mathematics) disciplines and in other subjects where there are indicators of significant future development and need. Progress measures should be identified.

4. Quality must be achieved within differentiated institutional roles requiring each institution to determine those standards appropriate to the programs and services offered, while at the same time assuring students that high quality programs will lead to career paths and opportunities at other institutions

II. PREPARING FOR AND MANAGING GROWTH

Given current demographic and enrollment projections, the USHE must prepare now for growth that will occur or the system will be unprepared, overwhelmed and under-funded. Future growth presents some serious challenges but also some opportunities that strategic planning ought to capture.

We have to do business differently in order to accommodate impending growth and have the resources to invest in reshaping the nature of our educational programs for the 21st Century. We specifically recommend the creation of policies and financial incentives that would encourage the following:

1. Expansion of distance learning technology, with an emphasis on deploying high-cost programs that currently exist in some institutions to students on other campuses where they are not currently available.

2. Creation of courseware to be used system-wide that utilizes the latest instructional design concepts, incorporates the best multi-media elements, and enhances the learning experience for all students. For example, core learning

modules and resource linkages for commonly taught courses could be offered for all students on all campuses.

3. Adoption of aggressive scheduling techniques that utilize our facilities for more hours during each day and more days per year, thus minimizing the need for future buildings. The objective is to create three robust trimesters that schedule the entire year.

4. A brief moratorium on any geographic expansion by any institution, pending the creation of a master State-wide plan for physical facilities to accommodate population centers in the State.

III. CONFIGURING THE USHE TO MEET THE EDUCATIONAL NEEDS OF THE STATE: INSTITUTIONS, MISSIONS AND ROLES

The human capital needs of the State can best be met through a configuration of complementary institutions whose missions are carefully differentiated and defined, where each institution is nurtured in its development, and where incentives play a central role to innovate and to achieve high levels of quality.

Based on Utah demographics, enrollment projections and other considerations such as costs, USHE should define carefully a set of differentiated types of postsecondary institutions that allows for growth and funding without following a single model or path of development.

In an ideal world, citizens in every community would have convenient access to a full range of postsecondary education programs. But no country or state can afford the provision of such access and must therefore adopt certain realistic strategies, viz., (1) concentrate its educational institutions and programs in selected population centers; (2) provide access through new technological means of program delivery; (3) provide for smooth transfer of credits to various types of institutions and programs; and (4) place reasonable expectations upon students to travel or relocate for highly specialized and high-cost programs.

Leading educational states have distributed their postsecondary education institutions in a pattern that provides widespread access to vocational and general, lower-division programs in many communities. Specialized and high-cost baccalaureate and master's degree programs are allocated to selected institutions. Terminal doctorate and professional programs, which typically are the most costly to deliver, are allocated to relatively few institutions and students are expected to relocate to avail themselves of these programs. However, advances in information technology are providing greater geographical access to some of these higher cost programs and should be more widely distributed, where feasible, by those institutions authorized to offer them.

Utah's system of postsecondary institutions, in comparison to most states, is heavily concentrated in universities and has relatively few community colleges, particularly in its urban areas. In some areas of the Wasatch Front, Utah relies on its regional universities

to offer what are traditionally community college functions. The distribution of students by type of institution has significant cost implications for the state.

One of the most significant planning issues facing Utah higher education is whether its regional universities can meet the diverse needs of their regions rather than evolve, as many such institutions in other states have, into more traditional research institutions. To expand the number of research institutions in Utah would not be economically sustainable. Another factor that poses significant planning issues for Utah is the recent introduction of UCAT and how these institutions will be integrated into the larger system of institutions.

Given these general conditions, the future plan should give attention to the following issues:

1. The regional universities must be configured and funded in ways that allow them to serve the diverse needs of their regions, including a full range of community college services and functions. Moreover, the plan must deal with the issue of graduate programs, and how these are best configured to meet the needs of regions and the State.

2. Utah's community colleges are a principal means for providing access and services to a broad range of students. The plan must give attention to the means by which these institutions can continue their historic functions. Specific plans must be developed to establish tuition rates that are consistent with the comprehensive community college mission.

3. An equally important planning issue, particularly in the longer term, is the future of UCAT institutions and how the important programs they offer will be integrated and coordinated with Utah's nine colleges and universities. Attention must be given to the establishment of career pathways and to a broader range of options that meet the career interests of students and the changing requirements of the workforce.

4. A fourth issue that must be addressed in a future plan is the value added by the partnerships or inter-campus affiliations that can leverage the asset base of individual institutions. Similarly, the system can greatly facilitate the career paths that students pursue as they take courses in different institutions but transfer credits and courses to other institutions smoothly and efficiently.

5. A fifth issue is the future role of IT technology in delivering high-quality programs and providing access to virtually all students without the capital costs of creating new campuses and physical facilities. The future plan should point the way in optimizing this important asset.

Pressures to expand existing campuses, creating multiple sites of existing institutions, and establishing full branch campuses are the natural result of population growth, student demand, and development patterns. In some cases, these traditional patterns

of expansion will make sense. But in order to afford reasonable expansion, the state and SBR must develop a planning context with criteria that provide reasonable access but limits capital expenditures and operating costs that traditional patterns of expansion entail. Expanded use of IT delivery and expectations of reasonable travel must be central to business plans developed and submitted to the SBR. Land bank requests must be accompanied by such plans and reviewed against specific planning and operating cost criteria developed by the SBR. In effect, these criteria will constitute general guidelines for institutions as they may need to respond to significant changes in their respective communities and regions and adjust their missions and roles accordingly.

IV DEVELOPMENT OF AN IMPLEMENTATION PLAN

Planning should proceed with the intent to create an implementation plan that includes at least the following elements:

A. System-level as well as institutional-level benchmarks and metrics should be developed to monitor progress on important planning goals.

B. Realistic time frames for implementation and clear assignment of responsibilities should also be part of a detailed implementation plan.

C. Budget requests to the legislature should be tied to USHE strategic plan goals and priorities as well as institutional priorities.

PROPOSED PLANNING PROCESSES

Planning could proceed in several stages as outlined below:

STAGE I Concept Development

The Regents appointed a small planning team to outline key strategies for further discussion and development. Tony Morgan, Jack Zenger, and Rich Kendell were appointed to start this task.

The first draft of assumptions and key themes was presented to the Council of Presidents for discussion and review. Revisions followed.

The revised draft of the planning outline was presented to the Board of Regents at its planning meeting in St. George, March 20, 2008. Revisions have resulted from these meetings and a new iteration of the themes has been prepared. This document should have one more review with the COP and then be referred to the Board of Regents for approval.

STAGE II Strategy Development

Tony Morgan, Jack Zenger, and Rich Kendell continue in their role as a planning oversight committee.

The Regents would appoint small working groups to develop specific strategies consistent with the themes established by the Regents on March 20, 2008. Typically, working groups would consist of a president (or designee), a Regent, a staff member from the Commissioner's Office, and 1-3 representatives from institutions that have specific expertise relative to the committee's tasks. In some of the working groups, it may be advantageous to appoint individuals outside of higher education. The Regents would appoint a chair for each group.

The oversight committee would meet with the working group chairs to coordinate the strategies, eliminate duplicate items, and develop a tight, well-articulated agenda of strategies and action items.

To assist the planning teams the Commissioner's Office should prepare background documents for the following topics:

a. The most current enrollment projections for the next five- and ten-year period.

b. Revenue scenarios assuming various levels of state support, i.e. no new revenue; compensation revenue only; revenue required for basic operations such as compensation, M & O, fuel and power, and other relatively fixed costs; and others as recommended by the Commissioner.

c. A compilation of existing documents and reports that provide background data consistent with the planning themes.

The oversight committee would prepare a report for review and discussion by the Council of Presidents and later by the Board of Regents.

STAGE III Consultation and Revision

Following preliminary approval by the Board of Regents, the Commissioner and the planning oversight committee would engage the larger higher education community/ stakeholders for their input. Such contacts would include the Governor, key legislators, business leaders, the K-16 Alliance and others considered to be impacted by the proposed plan.

Revisions to the plan would be made by the oversight committee in consultation with working group chairs; however, the committee would adhere to the value of a relatively small, well-considered set of strategies for future adoption (no laundry lists).

Preparation of a final Report.

Stage IV Final Report Adoption and Dissemination

FOOTNOTE: The Board of Regents and the Commissioner may want to retain a consultant to help steer the process and to coordinate the work of the working committees. Someone from NCHEMS would be an ideal candidate for this assignment; however, there are others with equivalent credentials and experience. The Commissioner will need to assign staff to assist the oversight team and the working committees. This staff work will be critical to the process and the success of the planning effort.

April 18, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Campus Retention Plan Reports—Information Item

Issue

As a follow-up to the Regents' Planning Retreat on persistence on March 20, 2008, the Board approved the Commissioner's recommendation that each institution should give a report regarding its current and future plans to improve student retention and completion rates. Because each of the institutions has unique student populations and programs designed to address retention, the sharing of such information will benefit not only the Regents but the system campuses as the institutions have the opportunity to learn from each other.

Background

Between January 2007 and January 2008, the Strategic Planning Committee heard presentations from all ten USHE institutions on their current and future plans with respect to increasing enrollments and success rates for minority and disadvantaged students. These reports were well received and have provided a base of information for the Regents and all of the institutions.

As an extension of the Board's Planning Retreat on March 20, 2008, similar presentations will be given by the institutions with respect to their retention programs and plans. In order to assist the institutions in preparing and delivering these presentations, the following schedule is suggested:

May 30 (WSU): Weber State University and Utah State University
July 11 (SUU): Southern Utah University and Dixie State College
Sept. 5 (CEU): College of Eastern Utah and Snow College
Oct. 24 (MATC): UCAT and UVU
Dec. 5 (U of U): University of Utah and Salt Lake Community College

Institutional representatives may coordinate these presentations with Dave Doty, Assistant Commissioner & Director of Policy Studies (801-321-7111, ddoty@utahsbr.edu).

Commissioner's Recommendation

This item is for information only and requires no action.

_____

David L. Buhler
Interim Commissioner of Higher Education

DLB:dsd

April 9, 2008

MEMORANDUM

To: State Board of Regents

From: David L. Buhler

Subject: General Consent Calendar

The Commissioner recommends approval of the following items on the Regents' General Consent Calendar:

A. Minutes
   1. Minutes of the Regents' Annual Planning Retreat and Regular Board Meeting held March 20-21, 2008, at Dixie State College in St George, Utah

   2. Minutes of the Special Board Meeting held March 27, 2008 in the Regents' Offices in Salt Lake City, Utah

B. Grant Proposals
   1. University of Utah – National Institutes of Health; "Neuromyoelectric Interfaces"; $3,120,469. Gregory A. Clark, Principal Investigator.

   2. University of Utah – DOE/Lawrence Livermore National Laboratory; "C-SAFE;" $3,000,000. David W. Pershing, Principal Investigator.

   3. University of Utah – National Institutes of Health/National Institute of Mental Health; "Hybrid Neuronal Microcircuits"; $1,693,125. John A. White, Principal Investigator.

   4. University of Utah – National Institutes of Health/National Institute of Biomedical Imaging; "Vision Prosthesis"; $1,210,347. Bradley Edward Greger, Principal Investigator.

   5. University of Utah – National Science Foundation; "Reference Genomes Arabidopsis"; $2,819,673. Richard Clark, Principal Investigator.

   6. University of Utah – National Institutes of Health; "Non-linear Imaging"; $1,580,000. John C. Conboy, Principal Investigator.

   7. University of Utah – National Institutes of Health; "Immunogenicity Assay"; $1,555,000. Jennifer Shumaker-Parry, Principal Investigator.

8. University of Utah – National Institutes of Health; "Circadian Clock Regulation"; $1,128,750. Stanly B. Williams, Principal Investigator.

9. University of Utah – National Institutes of Health; "Characterization of T-System"; $1,881,250. Frank Sachse, Principal Investigator.

10. University of Utah – National Institutes of Health; "Alkalosis on Gap Junctions"; $1,868,750. Alonso P. Moreno, Principal Investigator.

11. University of Utah – National Institutes of Health/National Institute of Biomedical Imaging; $MRI Gradients"; $2,732,660. Dennis L. Parker, Principal Investigator.

12. University of Utah – National Institutes of Health; "Membrane Protein Trafficking"; $1,881,250. Wolfgang Baehr, Principal Investigator.

13. University of Utah – National Institutes of Health; "Glioma Progression"; $1,881,250. Lin Eric Huang, Principal Investigator.

14. University of Utah – National Institutes of Health; "SFLT"; $1,868,335. Balamurali Krishna Ambati, Principal Investigator.

15. University of Utah – National Institutes of Health/National Institute of Allergy and Infectious Diseases; "Structure and Assembly HIV-1"; $1,505,000. Wesley I. Sundquist, Principal Investigator.

16. University of Utah – Agency for Health Care Research and Quality; "E-Burn"; $1,496,528. Jeffrey R. Saffle, Principal Investigator.

17. University of Utah – Brigham & Women's Hospital; "Williams Subcontract Diabetes"; $1,337,047. Donald McClain, Principal Investigator.

18. University of Utah – National Institutes of Health; "Neuropilin-1 in Cornea"; $1,291,168. Balamurali Krishna Ambati, Principal Investigator.

19. University of Utah – Agency for Health Care Research and Quality; "Pediatric Medical Home Record"; $1,199,803. Roberto A. Rocha, Principal Investigator.

20. University of Utah – National Institutes of Health/National Institute of General Medical Science; "Adult Stem Cells and Tumors"; $1,106,300. Alejandro Sanchez, Principal Investigator.

21. University of Utah – University of California, Santa Barbara; "Cross-protective Vaccines"; $1,009,572. Raymond A. Daynes, Principal Investigator.

22. University of Utah – Foundation Fighting Blindness; "Retinitis Pigmentosa"; $1,000,000. Kang Zhang, Principal Investigator.

23. University of Utah – U.S. Department of State; "Iraqi Judiciary"; $2,497,423. Wayne McCormack, Principal Investigator.

24. Utah State University – National Institutes of Health; "Alcohol-related Risk Behaviors and Health Outcomes Among HIV-positive Patients on HAART"; $1,210,917. Kerstin Schroder, Principal Investigator.

25. Utah State University – National Aeronautics and Space Administration; "Merging Remotely Sensed and In-situ Measures of Land Cover and Soil Moisture on Predictions of Hydrological Response"; $2,711,194.25. Luis Bastidas, Principal Investigator.

26. Utah State University – International Continental Drilling Program; "Hot spot: The Snake River Scientific Drilling Project"; $1,129,942. John Shervais, Principal Investigator.

27. Utah State University – National Science Foundation; "Socially Affable Virtual Environ-ments (SAVE): Virtual Peers Collaborative with Middle-grade Beginning Algebra Students"; $2,250,831. Yanghee Kim, Principal Investigator.

28. Utah State University – National Science Foundation; "Cyber-Connect: Growing a Technology-based Professional Development Model"; $1,096,699.97. Mimi Recker, Principal Investigator.

29. Utah State University – USDOC/National Oceanic and Atmospheric Administration; "Proposal to Support Cross-track Infra-red Sounder (CRIS) and Advanced Technology Microwave Sounder (ATMS) Pre-launch Instrument Assessment and EDR Attainment"; $6,555,158. Gail Bingham, Principal Investigator.

30. Utah State University – U.S. Department of Defense/Missile Defense Agency; "Multiple Kill Vehicle Independent Testing and Evaluation GFY 08-09"; $3,501,072. Thomas Humpherys, Principal Investigator.

31. Utah State University – U.S. Department of the Interior/Bureau of Reclamation; "Implemen-tation of a Mitigation Plan for Historical Properties in Glen Canyon Recreation Area and Grand Canyon National Park"; $2,297,474. Joel Pederson, Principal Investigator.

32. Utah State University – National Institutes of Health; "Structural Studies of RNA Surveillance"; $1,587,269. Sean Johnson, Principal Investigator.

33. Utah State University – Imperium Renewables; "Research Leading to the Development of Algae-based JP8 Through Industry System Integration"; $3,285,000.01. Jeff Muhs, Principal Investigator.

34. Utah State University – SRI International; "Research Leading to the Development of Algae-based JP8 Through Industry System Integration"; $3,285,000.01. Jeff Muhs, Principal Investigator.

35. Utah State University – General Atomics; "Research Leading to the Development of Algae-based JP8 Through Industry System Integration"; $3,285,000.01. Jeff Muhs, Principal Investigator.

36. Utah State University – Carbon Capture Corporation; "Research Leading to the Development of Algae-based JP8 Through Industry System Integration"; $3,285,000.01. Jeff Muhs, Principal Investigator.

37. Utah State University – Midwest Research Institute; "Research Leading to the Development of Algae-based JP8 Through Industry System Integration"; $3,285,000.01. Jeff Muhs, Principal Investigator.

38. Utah State University – U.S. Department of Defense/U.S. Army, "ARSS Phase 2 Tasks 10 Through 13"; $1,125,020. Burt Lamborn, Principal Investigator.

C. Grant Awards

1. Utah State University – NASA Jet Propulsion Laboratory; "Wide-Field Infra-Red Survey Explorer (WISE)"; $1,232,269. John Elwell, Principal Investigator; Scott Schick, Co-Principal Investigator.

2. Utah State University – U.S. Naval Research Laboratory; "Time-critical Sensor Image/Data Processing, Naval Research Laboratory, Task Order 7"; $2,315,101. Niel Holt, Principal Investigator.

3. Utah College of Applied Technology/Davis ATC – U.S. Department of Labor; "Community-Based Job Training Grant"; $2,271,000. Michael Bouwhuis, Campus President.

D. Proposed Revision to Policy R205, *Presidential Appointment, Term of Office, and Compensation and Benefits*. A new paragraph has been added to Policy R205 to clarify that institutions may not grant tenure to a president without prior approval of the Board of Regents.

David L. Buhler, Interim Commissioner

DLB:jc
Attachments

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DIXIE STATE COLLEGE, ST GEORGE,
MARCH 20-21, 2008

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MINUTES OF MEETING
STATE BOARD OF REGENTS PLANNING RETREAT
DIXIE STATE COLLEGE, ST GEORGE, UTAH
March 20, 2008

Regents Present
Jed H. Pitcher, Chair
Bonnie Jean Beesley, Vice Chair
Jerry C. Atkin
Janet A. Cannon
Rosanita Cespedes
Amy Engh
Katharine B. Garff
Patti Harrington
Greg W. Haws
Meghan Holbrook
David J. Jordan
Nolan E. Karras
Anthony W. Morgan
Marlon O. Snow
John H. Zenger

Regents Excused
James S. Jardine
Josh M. Reid
Sara V. Sinclair

Commissioner's Office
David L. Buhler, Interim Commissioner
Joyce Cottrell, Executive Secretary
Amanda Covington, Assistant Commissioner for Public Affairs
David S. Doty, Assistant Commissioner and Director of Policy Studies
Kimberly Henrie, Assistant Commissioner for Budget and Planning
Melissa Miller Kinkart, Executive Director, Utah Campus Compact
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Mark H. Spencer, Associate Commissioner for Finance and Facilities
Lucille T. Stoddard, Associate Commissioner for Academic Affairs
Lynne S. Ward, Director, Utah Educational Savings Plan
Gary S. Wixom, Assistant Commissioner for Academic Affairs

Institutional Representatives

University of Utah
David W. Pershing, Senior Vice President for Academic Affairs
Paul T. Brinkman, Associate Vice President for Budget and Planning
Paul Gore, Associate Professor of Educational Psychology
Stephen H. Hess, Chief Information Officer
Kim Wirthlin, Vice President for Government Relations

Utah State University
Stan L. Albrecht, President

Weber State University
F. Ann Millner, President
Michael Vaughan, Provost
Janet Winniford, Student Affairs

Southern Utah University
Michael T. Benson, President
Lynne Brown, Director, Student Support Center

Snow College
Scott L. Wyatt, President
Craig Mathie, Dean of Student Services

Dixie State College
Lee G. Caldwell, President
Jackie Freeman, Purchasing Director
Frank B. Lojko, Interim Vice President of Student Services
David Roos, Executive Director, Enrollment Management
Mary Stubbs, Director, IT Support Services

College of Eastern Utah
Ryan L. Thomas, President

Utah Valley State College
William A. Sederburg, President
Cheryl Hanewicz, Technology Management
Elizabeth Hitch, Academic Vice President
Michelle Taylor, Associate Vice President for Student Services and Dean of Enrollment Services

Salt Lake Community College
Cynthia A. Bioteau, President

Utah College of Applied Technology
Richard L. White, President
Jared Haines, Vice President for Instruction and Student Services

Representatives of the Media
Brian Maffly, *Salt Lake Tribune*

Other Guests

Spencer Pratt, Office of the Legislative Fiscal Analyst
Vicki Varela, Special Consultant

Following lunch, Chair Pitcher welcomed everyone to St George and thanked them for clearing their busy schedules to be at the meeting. He excused Regents Jardine and Sinclair and announced that Regents Cannon, Cespedes and Jordan would be joining the group shortly; they had been bumped to a later flight.

Commissioner Buhler thanked his staff for their hard work in preparing for this planning retreat. Preparation has truly been a team effort. He thanked Vicki Varela for her help in planning the retreat.

Commissioner Buhler pointed out that over the last 20 years, the United States has dropped from first to tenth place among industrialized nations in the percentage of young adults holding college degrees. American students and young adults place in the middle to the bottom of the pack in math, science and literacy among advanced industrial nations.

Under former Commissioner Kendell's leadership, the Board of Regents have worked hard to improve college preparation and enrollment. The Utah Scholars program has grown from four school districts to nine, and continues to grow. The Regents' Scholarship Program received seed money from the Legislature during the recent General Session. The New Century Scholarship has grown from 13 to more than 430 students since its inception in 1999. In addition, the K-16 Alliance has developed a concurrent enrollment funding formula, established a common student identifier, and promoted a more rigorous high school curriculum. Another success is the tremendous growth of the Utah Educational Savings Plan. UESP now has nearly 120,000 accounts and $2.4 billion in assets. Utahns hold 23 percent of UESP's accounts. We are pleased that UESP has consistently been ranked one of the top 529 college savings plans in the country.

Despite these gains, our participation rate dropped from 41 percent in 1992 to 34 percent in 2006. The Utah System of Higher Education has set a goal of increasing participation rates systemwide by one-half percent annually.

The third piece of the puzzle is persistence – keeping our students in school long enough to graduate. From one-third to nearly one-half of our students come to college for certificates or degrees and leave with few credits but substantial debt in student loans.

Commissioner Buhler made the following suggestions for increasing persistence in our schools:

1. We need to define success. This will include discussions with the larger community.

2. Let's talk more about what we know and don't know about the retention and persistence of today's students. Commissioner Buhler recommended that each institution establish retention and completion benchmarks for all students and report on them every year.

3. We need to collect best practices from all of our institutions and from around the country. The Commissioner called attention to the resource book provided to all Regents and Presidents as a reference throughout the coming year. It contained progress reports, a statement and data illustrating the challenges we face, information about possible solutions, and a copy of *Good Policy, Good Practice*.

4. We must be practical and solution-oriented about unique cultural issues. Utah institutions have young men and women stopping out to serve a church mission. Many of our students marry young and start their families while they're still in school. We must also create strategies for addressing the needs of our growing ethnic and minority populations.

Commissioner Buhler pointed out that many retention issues require greater resources; they also require more resourcefulness. We must be accountable to state policy makers and taxpayers for the way we use our resources. He asked the Regent and Presidents to be candid about the most critical issues facing higher education at this time, and to provide guidance in changing the momentum in college retention and persistence.

Chair Pitcher thanked Commissioner Buhler for his remarks. He encouraged the Regents and Presidents to read the material in the booklets they had been given.

The discussion began with discussion of the statement in "Adding it Up," that 61 percent of Utahns will need four-year degrees or other postsecondary training by 2025 to compete for jobs with others from best-performing nations. There was agreement that we need to know more before specifying an exact percentage; a realistic goal should be set, based on accurate data and demographics. We must be responsive to the market demand for jobs and keep the changing economy in mind. We must also involve the larger community in these discussions, particularly economic development leaders.

Kari Ellingson, Associate Vice President for Student Development at the University of Utah, moderated a panel of students, some of whom had returned to school after "stopping out" for various reasons. Kari asked each student to share the barriers they faced in attaining their educational goals and how they overcame those barriers. Student panelists included Ryan Huff and Tara Lamoreaux from SUU, Brandon Grover and Heather Bundy from Dixie, and Nidia Hartford, a student at the University of Utah.

Each student related why he or she had decided to go to college. One student responded, "Because I can." Another student said, "I'm worth it." They then identified some of the challenges they had experienced, including full-time jobs; student loans; credit cards; the time and expense of parenthood; balancing school, work and family responsibilities; physical disabilities; frustration getting into general education classes; and lack of adequate financial aid. When asked about academic preparation for college, responses ranged from a first-generation college student who was completely unprepared, academically and emotionally, to a student who had changed majors in order to qualify for a career that would support a family. One student was frustrated by her lack of ability to retain knowledge from classes taken before "stopping out," causing her to retake some of the classes for which she had already received credit. All of the students agreed that good advisors were critical to student success.

The students were asked for suggestions for improving retention. They gave the following responses: Financial aid should be realistic; it takes most students longer than four years to graduate. Housing for married students can be problematic. Some specific programs lack national accreditation and/or name recognition (prestige). There are not enough choices for taking required courses at various times. Affordability was another critical factor mentioned by most of the students. When asked to identify their biggest obstacle, every student agreed: Money.

Chair Pitcher thanked Ms. Ellingson for moderating the discussion. He thanked the students for their candid responses and wished them success in their future educational and professional pursuits.

Commissioner Buhler recognized the retention officers from the various institutions. He then announced the breakout groups and asked each group to identify and discuss the most critical issues facing higher education at this time. After those discussions, the Regents and Presidents reconvened to hear reports and recommendations from the group facilitators.

The first group, led by Vice Chair Beesley, gave as its priorities: (1) Focus on K-16 Alliance as an area to pursue, (2) streamlining technology, (3) importance of advising and counseling and working with K-16 Alliance. The second group, led by Regent Jordan, concluded that the System is not sufficiently student-centered and recommended the following: (1) The #1 issue with students is finances. The current schedules are not realistic in meeting students' time constraints. (2) Non-traditional students need more attention. (3) The Regents could give each institution the task of examining its service region and its students and coming back to the Regents with specific ways they could produce more student-centered models to increase retention and completers. (4) Improve participation. If institutions required four years of high school math, for example, as an entrance requirement, there would be a significant improvement in retention. (5) Advisement, with funding.

The third group, chaired by Regent Karras, gave as its priorities: data, financial aid, preparation, and incentives, with the following points of agreement: (1) Establish data system at the system level on persistence and completion. Make sure system-level data is collected and distributed. (2) Assist in tracking and reporting of data by institution, annually. (3) Student academic preparation and financial aid opportunities are a top priority. (4) Simplify the student financial-aid programs. (5) Streamline financial aid programs and academic preparation, K-16. (6) Encourage and allow institutional flexibility for tracking retention and persistence. (7) Increase participation, especially with minority populations. (8) Pursue system incentives for graduation, not just enrollment. (9) More investment in counseling, for both public education and higher education. (10) Pursue state law to make ACT mandatory for all high school students.

Commissioner Buhler thanked the participants for their good ideas. These discussions will set the agenda for the coming year in enhancing persistence.

Chair Pitcher thanked the group leaders for an outstanding job. The planning retreat was adjourned at 4:40 p.m.

STATE BOARD OF REGENTS MEETING
DIXIE STATE COLLEGE, ST GEORGE, UTAH
March 21, 2008

Minutes

Regents Present
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Bonnie Jean Beesley, Vice Chair
Jerry C. Atkin
Janet A. Cannon
Rosanita Cespedes
Amy Engh
Katharine B. Garff
Patti Harrington
Greg W. Haws
Meghan Holbrook
David J. Jordan
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David Feitz, Executive Director, UHEAA
Kimberly Henrie, Assistant Commissioner for Budget and Planning
Melissa Miller Kinkart, Executive Director, Utah Campus Compact
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
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Gary S. Wixom, Assistant Commissioner for Academic Affairs

Institutional Representatives

University of Utah
David W. Pershing, Senior Vice President for Academic Affairs

Paul T. Brinkman, Associate Vice President for Budget and Planning
Michael G. Perez, Associate Vice President for Facilities Management
Laura Snow, Special Assistant to the President and Secretary to the University
Spencer Pearson, Student Officer
Kim Wirthlin, Vice President for Government Relations

Utah State University
Stan L. Albrecht, President
David Cowley, Associate Vice President for Business and Finance
Steven H. Hanks, Associate Professor, Management and Human Resources
Whitney J. Pugh, Executive Director, Budget and Planning

Weber State University
F. Ann Millner, President
Michael Vaughan, Provost

Southern Utah University
Michael T. Benson, President
Donna Eddleman, Vice President for Student Services
Lee Montgomery, Associate Provost
Dorian Page, Associate Vice President for Finance/Treasurer
Greg Stauffer, Chief of Staff

Snow College
Scott L. Wyatt, President

Dixie State College
Lee G. Caldwell, President
Donna Dillingham-Evans, Academic Vice President
Donald Hinton, Dean, Education, Humanities, Arts and Social Sciences
Mary Stubbs, Director, IT Support Services
Vicki Reese Wilson, Vice Chair, DSC Board of Trustees

College of Eastern Utah
Ryan L. Thomas, President
Brad King, Vice President of Student Services
Mike King, Academic Vice President

Utah Valley State College
William A. Sederburg, President
Briant Farnsworth, Dean, College of Education

Elizabeth J. Hitch, Academic Vice President
Linda Makin, Director of Budgets
Cameron Martin, Assistant to the President
J. Karl Worthington, Associate Vice President for Academic Affairs

Salt Lake Community College
Cynthia A. Bioteau, President
Dennis Klaus, Vice President of Administrative Services
Joe Peterson, Vice President for Instruction

Utah College of Applied Technology
Richard L. White, President
Jared Haines, Vice President for Instruction and Student Services

Representatives of the Media
Brian Maffly, *Salt Lake Tribune*
Alyson Van Deusen, *The Spectrum* and *Deseret Morning News*

Other Guests
Spencer Pratt, Office of the Legislative Fiscal Analyst
Vicki Varela, Special Consultant

Following a breakfast meeting with the Dixie State College Board of Trustees and the Dixie ATC Board of Directors, the Regents convened in Committee of the Whole. Chair Jed Pitcher welcomed everyone and called the meeting to order at 9:00 a.m. He excused Regents Jardine and Sinclair.

Report of Planning Retreat

Chair Pitcher asked Commissioner Buhler to report on the retreat of the previous day. Commissioner Buhler said there was broad agreement among the Regents that the momentum needs to be changed to increase retention and participation in our colleges and universities. We must set a goal for college attainment that is realistic and reflects workforce and competitive needs. This goal must include completion of certificates, associate and baccalaureate degrees. Considerations include reliable data, state demographics, the changing economy, market demand, and the inclusion of the greater community in this discussion, particularly economic development leaders.

The students on the panel all stated that money was a serious factor impeding their completion, including the cost of education and availability of financial aid. All agreed that completing their educational goals would help them attain a better income. They also cited the need for adult guidance and counseling in high

school as well as college. In addition, the students requested additional class sections and/or access to classes in their intended major during the freshman and sophomore years.

Common themes were identified:

- Strengthen the K-16 Alliance
- Become more student-centric
- Increase preparation/participation
- Increase financial assistance
- Improve data

Other observations arising from the discussions included the need for programs to assist young married families to complete their education, such as subsidized daycare for mothers to attend classes in the middle of the day. Mentoring programs for students are needed, especially minorities. We need to increase the participation of students who are not making the transition between high school and college and provide job information and placement on all campuses.

Commissioner Buhler concluded that the next step would be for the Commissioner's staff to further research and evaluate the strategy options for budget and policy implications, relevance, social equity, and political feasibility. Those findings will be reported to the Regents for further action this fall.

Regent Holbrook moved acceptance of the Commissioner's report. Following a second by Regent Atkin, the report was accepted unanimously.

Review of 2008 Legislative General Session

Commissioner Buhler referred to Tab B. The $340 million drop in revenue projections affected the higher education budget, as well as other state agencies. Initially, a proposal was made to reallocate $20 million of non-lapsing balances; however, the final legislation cut $1 million from those funds, but it was done in such a way that the money could be allocated back to each institution.

Budget. Associate Commissioner Spencer said the Legislature approved a 3 percent increase for compensation, which is a substantial amount of money when one considers the size of the System. Public education received 58 percent of the new money this year; higher education received 6 percent, which was the same percentage as last year. The appropriation for higher education was shown on the attachment to Tab B.

Legislation. Assistant Commissioner Amanda Covington reported on key legislation. She thanked the institutional legislative representatives, the Regents and Presidents for their hard work during the session. She expressed special appreciation to President Bioteau and to Mason Bishop at SLCC, Regents and others who were involved in talking with legislators about HB284. Although it did not pass, Representative Holdaway did a tremendous job as sponsor of the bill. A list of bills of interest to higher education was shown on the attachment to Tab B.

Lessons Learned. Commissioner Buhler thanked Assistant Commissioner Covington for her hard work at the Capitol every day throughout the session. Legislative priorities tend to be categorized as "must have" and "nice to have." Unfortunately, higher education is perceived to be in the "nice to have" category, even though two-thirds of the new jobs in Utah's economy require some postsecondary training or education. We need to continue to communicate the need for a certain threshold of non-lapsing balances. In addition, we need to rethink our approach to institutional priorities. We need to communicate to the Legislature our ongoing need for capital facilities and improvements and to develop a long-term capital facilities plan. We need to educate policy leaders about the importance of higher education. We need to remain united as a system in our goals and approach.

The Commissioner expressed his appreciation to legislative leadership; Representative Kory Holdaway and Senator Greg Bell, co-chairs of the Higher Education Appropriations Subcommittee; Regents, Presidents, legislative representatives, Commissioner's staff and Kelly Stowell, Executive Director of the Utah Student Association. He also expressed appreciation for the good working relationship we have with legislative staff (Spencer Pratt and Jonathan Ball), Christine Kearl and Dirk Anderson in the Governor's Office, and the staff in Legislative Research and General Counsel.

Chair Pitcher thanked Commissioner Buhler for his report. He called attention to the items in the Regents' folders. The Regents recessed to their respective committees as 9:45 a.m. and reconvened in Committee of the Whole at 11:20 a.m.

Reports of Board Committees

Academic, CTE and Student Success ("Programs") Committee (Regent Katharine Garff, Chair)

University of Utah – Master of Arts Degree in Languages and Literature, with Emphasis in World Language and with Secondary Licensure (Tab C). Chair Garff said this was a unique degree, combining a master's degree with secondary licensure to teach in public schools. The focus is on less commonly taught "critical" languages (Arabic, Chinese, Hindi/Urdu, Japanese, Korean, Persian/Farsi, and Russian). Students in the program, particularly those seeking certification in a critical language, will be strongly encouraged to participate in an intensive language study-abroad program. During the 2007 Legislative General Session, ongoing funding was approved to create critical language programs for the next six years. Initially, licensed master teachers will broadcast from a central site and supervise classroom-based facilitators. Ultimately, the program will be entirely classroom-based. All institutions were supportive of this program. **Chair Garff moved approval of the University of Utah's request. The motion was seconded by Regent Cespedes and adopted unanimously.**

Utah State University – Education Specialist Degree in Psychology (Tab D). Chair Garff reported the request would change the final degree granted in USU's existing School Psychology program from a Master of Science (M.S.) Degree to an Education Specialist (Ed.S.) Degree. While master's programs typically require 30 credits, the School Psychology program requires more than 60 credits. To recognize the additional credits, and to be in sync with other graduate programs across the country, USU proposes to offer its students both the master's degree and the Education Specialist degree. Because of the higher number of credits required,

the Ed.S. degree is being offered in universities across the country as the terminal degree for these programs, although graduates can go on for their doctorate. It was noted that the University of Utah is planning to develop an Education Specialist degree as well as the master's degree for students in its future program. Chair Garff moved approval of USU's Ed.S. Degree. Regent Zenger seconded the motion, which carried unanimously.

Utah Valley State College – Master of Education Degree (Tab E). Chair Garff noted this would be the institution's first master's degree. The program is designed to serve those already in the teaching profession. All questions raised by other institutions were addressed adequately. This degree will become effective in Fall 2008, when Utah Valley State College becomes Utah Valley University. Chair Garff moved approval of UVSC's Master of Education degree. Regent Snow seconded the motion, which was adopted unanimously. Chair Garff recognized Dr. Elizabeth Hitch, UVSC's Academic Vice President, and Dr. Briant Farnsworth, Dean of the School of Education.

Utah Valley State College – Associate of Applied Science Degree in Technology (Tab F). Chair Garff said this program was designed to give students who have a specialized certificate the opportunity to continue their education and upgrade their skills. This proposal also demonstrates that UVSC is focusing on its entire mission, including CTE. The program was developed after consultation with trade and technical organizations in response to workplace needs. Chair Garff moved approval of UVSC's proposed AAS Degree in Technology. Regent Snow seconded the motion, which was adopted unanimously.

Consent Calendar, Programs Committee (Tab G). On motion by Chair Garff and second by Regent Snow, the following item was approved on the Programs Committee's Consent Calendar:

Weber State University – Game Development Certificate.

Information Calendar, Programs Committee (Tab H). Chair Garff briefly reviewed the items on the Programs Committee's Information Calendar and offered to respond to questions. She commended President Sederburg for the $20 million gift UVSC recently received from the Woodbury family.

Undergraduate Research Reports: Posters on the Hill and the Utah Conference on Undergraduate Research (Tab I). Chair Garff asked Assistant Commissioner Safman to briefly report on these two events. The reports showed that significant work is being done by undergraduate students throughout the state.

Finance, Facilities and Accountability Committee (Regent Jerry Atkin, Chair)

USHE – Proposed Fee Increases for 2008-2009 (Tab J). Chair Atkin referred to Replacement Tab J, which listed the proposed fee increases for the USHE institutions. The Regents have generally allowed institutions to increase student fees each year up to the rate at which first-tier tuition is increased. Institutions exceeding the first-tier increase must justify and provide evidence of student support for the increase. The proposed first-tier increase for 2008-2009 will be 3.5 percent. Chair Atkin said the committee had approved the proposed increases, albeit with hesitation, being mindful of the combined expense to students of first- and second-tier tuition and fees. Chair Atkin moved approval of the proposed fees. Regent Morgan seconded the motion, which was adopted unanimously.

Policy R345, *Information Technology Resource Security* (Tab K). Chair Atkin explained that this new policy applies to IT and how sensitive personal information, financial and research data are handled on the campuses. Chair Atkin moved approval of Policy R345. Regent Morgan seconded the motion, which carried unanimously.

University of Utah – Approving Resolutions for the Issuance and Sale (Refunding/Refinancing) of Specified Revenue Bonds (Tab L). Chair Atkin reported this item involved a number of bonds. The University has an opportunity to refinance with the 3 percent net present value savings benchmark. This would provide a two-year window for the opportunity to refinance, should market conditions again become favorable. Chair Atkin moved approval of the Approving Resolutions, seconded by Regent Snow. The motion was adopted by a unanimous vote.

University of Utah – Authorization to Establish Differential Tuition for Graduate Programs in Public Health (Tab M). Chair Atkin said this would be the 14th of 15 graduate programs at the University with differential tuition. The proposed increase is necessary to maintain the quality of the graduate level programs. The students have requested the increase so that additional classes and equipment can be made available. Chair Atkin moved approval of a differential tuition for the University of Utah's graduate programs in Public Health. The motion was seconded by Regent Morgan and adopted unanimously.

Southern Utah University – Approving Resolution, Auxiliary System and Student Building Fee Revenue Bonds (Tab N). Chair Atkin explained that this resolution would enable SUU to replace existing student housing with new student housing. Parameters were listed on the Commissioner's cover memo to Tab N. .Chair Atkin moved approval of SUU's Approving Resolution, seconded by Regent Morgan. The motion was adopted unanimously.

Dixie State College – Campus Master Plan (Tab O). Chair Atkin commended college officials for an excellent job of master planning. College officials are looking for additional property adjoining the college. The five-year plan would include one or more multi-level parking structures on existing property. Chair Atkin moved approval of Dixie State College's Campus Master Plan. Regent Morgan seconded the motion, which carried unanimously.

Consent Calendar, Finance Committee (Tab P). On motion by Chair Atkin and second by Regent Snow, the following items were approved on the Finance Committee's Consent Calendar:

A. USHE – Money Management Reports
B. UofU and USU – Capital Facilities Delegation Reports
C. Utah State University – Sale of Property in Vernal, Utah
D. Dixie State College – Reciprocal Tuition Waiver Agreement with College of Southern Nevada
E. Utah Valley State College – Utah County Academy of Science Lease
F. Utah Valley State College – Purchase of Property Contiguous to Campus ("the Orchard")
G. Utah Valley State College – Proposed Library Remodel

USHE – Spring 2008 Enrollment Report (Tab Q). Chair Atkin noted that although enrollment was down slightly system-wide, SUU, Dixie, CEU, UVSC and SLCC had all experienced enrollment increases. He recommended that all Regents read this informative report.

UHEAA – Action of Regents' Executive Committee (Tab R). Chair Atkin reported the Regents' Executive Committee had approved a resolution to authorize early expiration of December 21, 2007 amendments to student loan bonds. Executive Director David Feitz gave the committee a brief summary of the challenges facing UHEAA; Chair Atkin asked him to make the same report to the entire Board. Mr. Feitz reported the recent 'credit crunch' had disrupted UHEAA's efforts to obtain financing for student loans. Program officials are doing everything possible to maintain current funding levels. UHEAA remains stable, and administrators think they will be able to weather the storm with the reserves they have built up. They continue to seek every possible solution – financially and politically – to continue to make low-interest student loans available. Utah has a very strong loan program, one of the best names in the industry as far as credit markets are concerned.

Strategic Planning and Communications Committee (Regent Meghan Holbrook, Acting Chair)

Utah Scholars Update (Tab S). There is general agreement that preparation is the most critical of the Regents' three-pronged agenda (preparation, participation and completion). Chair Holbrook noted there are three parts to the Regents' Scholarship – completion of a rigorous curriculum in high school, a Utah Scholars recommended course with a 3.5 GPA, and a 75 percent discount for two years of tuition. An additional $100 per year in state matching funds would be available for students in grades 9-12 who contribute to a UESP account. Assistant Commissioner Dave Doty thanked four groups of people for their work on this project: (1) public schools, the State Office of Education, and the nine school districts, (2) the business community, (3) USHE institutions and their partnerships with public schools and the business community, and (4) Regents and Commissioner's staff, especially Commissioner Buhler, Assistant Commissioner Covington, Melissa Miller Kinkart and Carrie Beckman, for advocating so strenuously for this program during the Legislative Session. Regent Harrington said public education was delighted at the growth of the Utah Scholars and Regents' Scholarship programs. However, some students are confused. A unit on financial aid opportunities in Utah (how to apply, how to prepare, etc.) will be inserted into the public schools' financial literacy course.

White Paper on Student Retention (Tab T). Associate Commissioner Stoddard pointed out this was a Student Services White Paper, prepared by Melissa Miller Kinkart and Michelle Lundell Taylor. Chair Holbrook said she appreciated the input from the State Board of Education and Superintendent Harrington's staff. She referred to the recommendations found on page 8 of the report:

1. Establish individualized benchmarks and data tracking for each institution.
2. Establish a campus-wide retention committee for each institution.
3. Increase Advisor-to-Student ratios.
4. Establish a State-wide Retention Task Force.

Campus Retention Plan Reports (Tab U). Based on issues raised in the White Paper and discussions during the planning retreat of the previous day, the committee requested retention plans to be presented throughout the next year. The following proposed schedule was listed in the Commissioner's memo:

May 30, 2008 – Weber State University and Utah State University
July 11, 2008 – Southern Utah University and Dixie State College
September 5, 2008 – College of Eastern Utah and Snow College
October 24, 2008 – Utah College of Applied Technology and Utah Valley University
December 5, 2008 – University of Utah and Salt Lake Community College

Chair Pitcher thanked the committee chairs for their diligence and time management.

General Consent Calendar

On motion by Vice Chair Beesley and second by Regent Garff, the following items were approved on the Regents' General Consent Calendar (Tab W):

A. Minutes –
   1. Minutes of the Regular Board Meeting held January 18, 2008, at Salt Lake Community College (Attachment 1)

   2. Minutes of the Special Board Meeting held January 29, 2008, via teleconference (Attachment 2)

B. Grant Proposals – On file in the Commissioner's Office

C. Grant Awards
   1. University of Utah – Utah Department of Human Services; "Title IV-E"; $4,379,405. Norma J. Harris, Principal Investigator.

   2. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; "EAGR Trial"; $1,603,794. Robert M. Silver, Principal Investigator.

   3. Utah State University – NASA Jet Propulsion Laboratory; "Wide-Field Infra-Red Survey Explorer (WISE)"; $1,022,298. John Elwell, Principal Investigator; Scott Schick, Co-Principal Investigator.

Tuition Increases for 2008-2009 (First- and Second-Tier)

Commissioner Buhler called attention to Replacement Tab V, in the Regents' folders. The Legislature appropriated 3½ percent for compensation and 9.9 percent for insurance increases. Last year the Legislature froze the ratio at 75/25, meaning the institutions are required to pay 25 percent of the cost of compensation through first-tier tuition increases. The total tuition increase for 2008-2009 averaged 5-6 percent. Regent Jordan said he appreciated the fact that this was a lean year for legislative appropriations, as well as the fact that institutions have funding needs. He was troubled, however, by the fact that tuition at the community colleges is consistently increasing. President Bioteau explained she had not increased second-tier tuition during her first year, and had requested a 2 percent increase last year. This year she was forced to request another 2 percent increase because institutional priorities were not funded by the Legislature. Regent Jordan recommended a different funding model for the community colleges and for the community college mission at the other schools. Consistent tuition increases aggravate the retention problem.

Commissioner Buhler said he understood and shared Regent Jordan's concern, as do the Presidents. He noted CTE courses delivered by UCAT are funded more generously by the Legislature than at the

community colleges. This needs to be addressed. Also, UCAT does not contribute to the compensation of its faculty and staff. We need to make sure the Legislature understands these funding inequities.

President Caldwell pointed out some of the technical programs are very expensive to operate, with lower student-to-teacher ratios and more expensive labs. Sometimes the cost of operation can be two to three times as great as an academic program.

Regent Atkin moved approval of the proposed first- and second-tier tuition increases. Regents Garff and Snow seconded the motion, which was adopted unanimously.

Report of the Commissioner

Commissioner Buhler referred to his written report in the folders. He briefly reviewed the outstanding achievements at our institutions, as detailed in the report. He called attention to the letter from United Way in the Regents' folders, expressing appreciation for the passage of SB 180, the Regents' Scholarship Program. He also pointed out the article from *Utah Business* magazine naming President Sederburg one of its CEOs of the Year and congratulated him on this recognition. He also noted the updated Regents' meeting schedule and pointed out the April 18 meeting would be held at the Regents' offices rather than at UVSC, as originally scheduled.

Report of the Chair

Chair Pitcher referred to his written summary of student achievements. He thanked President Caldwell and his staff for the accommodations and gracious hospitality.

President Bioteau reported Salt Lake Community College's men's basketball team was currently in the "Final Four." The team was scheduled to play that evening in Hutchison, Kansas.

Regent Engh moved that the Regents recess to a closed session to discuss personnel and legal issues. Regent Reid seconded the motion, which carried unanimously.

The Regents moved into closed session at 12:15 p.m. and adjourned from there at 1:25 p.m.

Joyce Cottrell CPS, Executive Secretary

Date Approved

SPECIAL MEETING OF THE STATE BOARD OF REGENTS
REGENTS' OFFICES, SALT LAKE CITY, UTAH
AND BY TELECONFERENCE
MARCH 27, 2008

Minutes

Regents Participating
Jed H. Pitcher, Chair
Bonnie Jean Beesley, Vice Chair
Jerry C. Atkin
Janet A. Cannon
Rosanita Cespedes
Katharine B. Garff
Patti Harrington
Meghan Holbrook
James S. Jardine
Nolan E. Karras
Josh M. Reid
Marlon O. Snow
John H. Zenger

Regents Excused
Amy Engh
Greg W. Haws
David J. Jordan
Anthony W. Morgan
Sara V. Sinclair

Commissioner's Office
David L. Buhler, Interim Commissioner
Joyce Cottrell, Executive Secretary
Amanda Covington, Assistant Commissioner for Public Affairs
Peggy Huffaker, Administrative Assistant

Representatives of the Media
Pete Gardner, KDXU Radio
Sadie Hughes, KCSG-TV
Wendy Leonard, *Deseret Morning News*
Brian Maffly, *Salt Lake Tribune*
Sharon May, *Dixie State College Weekly*
Allison Van Deusen, *The Spectrum*

Other Guests
Thomas C. Anderson, Assistant Attorney General
Representatives from Dixie State College were in attendance via telephone.

Chair Pitcher called the meeting to order at 2:00 p.m. and asked Secretary Cottrell to call the roll. The roll was called, and Secretary Cottrell reported a quorum was present.

Regent Snow moved that the Regents move into closed session to discuss personnel matters. Regent Reid seconded the motion, which carried unanimously.

The Regents went into closed session at 2:05 p.m. and resumed their meeting in open session at 2:45 p.m.

Regent Atkin moved that the Board accept President Lee Caldwell's letter of resignation, effective immediately. Regent Zenger seconded the motion, which was adopted unanimously.

Regent Atkin moved the appointment of Dr. Stephen D. Nadauld as Interim President of Dixie State College, effective March 28, 2008. The motion was seconded by Regent Zenger and adopted by a unanimous vote of the Board.

Chair Pitcher announced that a press release would be sent out immediately following the meeting. He expressed the Board's appreciation for President Caldwell's service as President and Vice President of Dixie State College and wished him well.

President and Mrs. Nadauld were brought into the room and introduced. Chair Pitcher thanked President Nadauld for accepting this assignment and for his willingness to begin the following day. He welcomed Dr. and Mrs. Nadauld back into the Utah System of Higher Education. (Dr. Nadauld was President of Weber State College from 1985 to 1990.)

Commissioner Buhler said he was delighted to welcome President Nadauld back into the System. Since leaving Weber, he has been serving on the faculty at Brigham Young University. He is also a member of UHEAA Board of Directors. Commissioner Buhler said he looked forward to helping President and Mrs. Nadauld succeed in this assignment. Chair Pitcher reviewed Dr. Nadauld's academic credentials.

President Nadauld said he was very excited for the opportunity to serve as Interim President of Dixie State College. Education has been his professional passion. The opportunity to work with young men and women, and the value of education to them, makes it a very exciting prospect. He and his wife loved their time at Weber State University and expected to love their time at Dixie State College. Dr. Nadauld said his wife, Margaret, had also been involved in education, having served on the BYU Board of Trustees. President Nadauld said he was enthusiastic about the opportunity to meet with the Dixie faculty and staff, who are professional and outstanding contributors. He was also excited about the community and looked forward to meeting with business and community leaders, which was a highlight of his experience at WSU.

President Nadauld thanked the Regents, on behalf of the taxpayers and the people of Utah, for their hard work and for the wonderful service they provide. He expressed his appreciation for the Regents' guidance to the institutions, for their understanding of the problems, and their willingness to go to bat for the students they serve. Dr. Nadauld thanked his wife, whom he called a woman of great capacity and the greatest blessing of his life. Throughout his career and the many assignments he has accepted, she has stood beside him, for which he was grateful.

Dr. Nadauld said the community college was an exciting mission. It involves all ages and all levels of education. Dixie State College has recently been given an expanded mission with baccalaureate degrees, and

he looked forward to watching those programs grow. There is also important work to be done with the University of Utah. President Nadauld said he would try very hard to develop a framework for making important strategic decisions, in the best interests of the students and the communities of both institutions. He thanked the Board for their confidence and said he was excited to go to work.

Mrs. Nadauld said she loved the role as First Lady of an educational institution, and she loved working beside her husband. She said she looked forward to getting acquainted with the students of Dixie State College. She thanked the Regents for the opportunity to again work in the Utah System of Higher Education

Regent Reid moved that the meeting be adjourned, seconded by Regent Zenger. The motion was adopted unanimously, and the meeting was adjourned at 2:55 p.m.

Joyce Cottrell CPS, Executive Secretary

Date Approved

R205, Presidential Appointment, Term of Office, and Compensation and Benefits

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R205-1. Purpose

To provide for the appointment, competitive compensation and benefits, and terms of office of Presidents of institutions.

R205-2. References

2.1. Utah Code §53B-2-102 (Board to Appoint President of Each Institution)

2.2. Policy and Procedures R209, Appraisal of Chief Executive Officers

2.3. Policy and Procedures R207, Institutional Residences for Colleges and Universities in the Utah System of Higher Education

R205-3. Policy

3.1. Preamble - To meet the challenges of a quality system of higher education, and to promote the future of Utah and the state economy in a highly competitive national marketplace the Board must attract and retain exceptional leadership talent to serve as the Presidents of Utah System of Higher Education institutions.

3.2. Appointments - Presidential appointments in the Utah System of Higher Education shall be made by the Regents in accordance with State law. Presidents shall be appointed without a specified term of office. They shall serve at the pleasure of the Board and at such salary and related benefits as appropriate to the institution, as determined by the Board.

3.2.1. Annual Report of President and Commissioner Compensation. The Office of the Commissioner shall prepare and submit to the Board an annual report detailing presidential and commissioner compensation, including compensation from private as well as public sources which is directly associated with his or her service as president or commissioner.

3.3. Term of Office - The length of time that a President shall be asked to continue to serve will vary with both the individual and with the unique circumstances at a given institution. The Board's decision on retention of a President shall not be based solely upon adequacy of performance but upon a finding that the President is excelling in his or her duties and that the institution continues to benefit from outstanding leadership and from presidential service that is truly distinguished.

3.4. Benefits

3.4.1. Presidents receive the same staff benefits provided by policy for all other institutional employees, e.g. group life insurance, health and accident insurance, retirement, tuition waivers. The Board may further authorize supplemental life insurance, deferred compensation, or other salary supplements as part of the Regent's goal to maintain peer equity in the compensation of USHE Presidents.

3.4.2. As provided by statute, Presidents receive an automobile for the President's institutional and personal use. During periods of extended personal use the costs of gasoline, oil and other routine expenses shall be borne by the President. Each President, in consultation with the institution's chief financial officer and in compliance with I. R. S. regulations, is responsible to document personal use of the automobile so that the associated total costs are treated as part of the President's compensation for income tax purposes.

3.4.3. Presidents may, with approval of the institutional Board of Trustees, choose to take a vehicle allowance rather than a designated state vehicle. Allowances shall be set by a vote of the Board of Trustees. The approved rate shall not exceed the rate established by the State Division of Fleet Operations for an "Executive Full-size" vehicle.

3.4.4. If expressly authorized by the Board in furtherance of the Presidents' responsibilities, Presidents may receive such benefits as sabbatical privileges, leaves of absence, individual professional association memberships, club memberships and dues for use in carrying out the role of President.

3.4.5. Effective April 18, 2008, Presidents may be granted tenure to an academic department of an institution only with the express prior approval of the Board of Regents.

3.5. Spouse Benefits

3.5.1. The Regents recognize that spouses are not obligated or expected to participate in the activities and operations of the college or university. However, they often make a large and uncompensated contribution to the affairs of the institution. In such cases, their capacity to represent and often substitute for the President at functions within the institution and the community, and their individual involvement in institutional events, fund raising, alumni and other activities can provide an important additional strength to the institution.

3.5.2. To help facilitate a participating spouse in carrying out his or her responsibilities, the Board of Regents hereby appoints each President's spouse to a position at the institution of "Special Assistant to the President" at a salary of one dollar a year. No extra benefits, except those specifically covered by this policy, are provided to spouses.

3.5.3. Actual expenses for travel, lodging, and meals of spouses may be paid by the institution when spouses participate in meetings, conferences, and workshops specifically related to the presidential role, and when participation in official functions such as alumni development, fundraising, and institutional advancement is deemed beneficial. Institution-related travel expenses incurred will be reimbursed according to established Board policy and procedures. The institution will provide insurance coverage, equivalent to that provided to volunteers or paid institutional employees, for a spouse while performing institutional business. More than nominal compensation and additional benefits are not provided to spouses. An annual report of the expenditures described herein shall be submitted along with the report and budget for institutional residences (see R207-3.6.)

3.5.3. When spouses accompany presidents on trips, but their presence is not deemed beneficial for institutional purposes under section 3.5.3, the expenses for the spouse will not be paid by the institution.

3.6. Policy Applicable to the Commissioner of Higher Education - The provisions of this policy shall also apply to the Commissioner of Higher Education, as appropriate.

(Adopted April 25, 1978, amended February 26, 1988, March 25, 1988, November 4, 1994, January 16, 2004, August 19, 2005, and April 18, 2008.)